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AUTHOR Foster, Gayla; Alexander, JoAnne C.; Bass, Elaine; Black, Paulette; Cesario, Robert; Clow, Jo Ellen; Dalton, Doug; Dedmon, Charla; Gabbard, Susan; Gabel, Barbara; Goree, Gary; Kyle, Nicholas; Martin, Rita; Merklin, Roxy; Riley, Patrick; Reed, John

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ABSTRACT

This kit is designed to help teachers throughout the state of Oklahoma implement the arts in the core curriculum. Suggestions are included for classroom activities that complement the arts competencies in the "Priority Academic Student Skills (PASS)." The kit is a collection of ideas to introduce or reinforce PASS. In the material is a condensed glossary of basic art and music terms, a listing of resources, and a proposed activity worksheet for future planning. The purpose of the arts in the core curriculum is to give students a basic understanding of art and music through knowledge about and experience in these two academic disciplines. The kit further states that the arts curriculum is designed to help students problem solve; set goals, make decisions, and justify choices; understand concepts, themes, and processes common to academic areas. The program also helps to improve communication skills; cognitive abilities; a sense of craftsmanship; basic literacy skills; skills in cooperation and teamwork; and self-discipline, self-control, hand-eye coordination, and listening skills. Following an overview and introduction, the kit is divided into two broad sections: General Music (Participating, Listening, Creating), which is further subdivided into Music Activities and Teacher Tips; More Teacher Tips; and Music Glossary; and Visual Art (Making, Looking At, Analyzing); subdivided into Arts Activities and Teacher Tips; More Teacher Tips; Visual Art Glossary; and Curriculum Integration Information. The kit also contains extensive resource lists. (Contains approximately 70 resources.) (BT)

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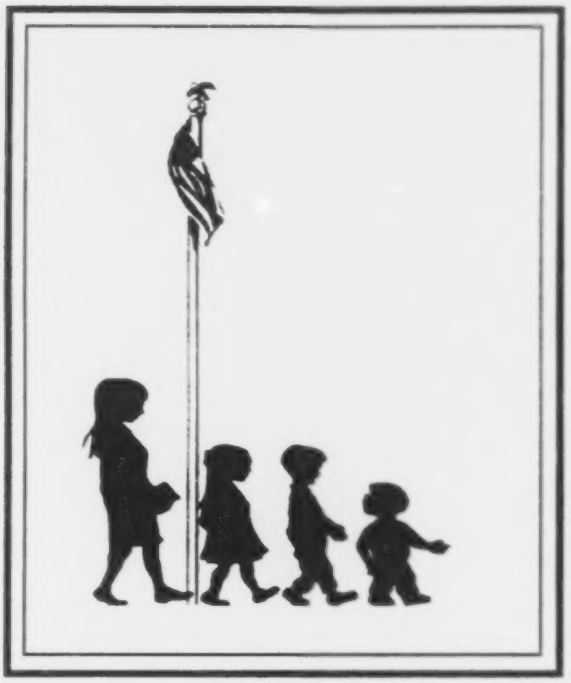
The Arts Tool Kit

Priority Academic Student Skills

Visual Art and General Music

Grades 1-12



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Sandy Garrett
State Superintendent of Public Instruction
Oklahoma State Department of Education

ACKNOWLEDGEMENTS

Arts Writing Team

Gayla Foster
Arts in Education

JoAnne C. Alexander
Edmond Public Schools

Elaine Bass
Oklahoma City Public Schools

Paulette Black
Oklahoma Arts Council

Robert Cesario
Tulsa Public Schools

Jo Ellen Clow
Broken Arrow Public Schools

Doug Dalton
Altus Public Schools

Charla Dedmon
Walters Public Schools

Susan Gabbard
Oklahoma City Public Schools

Barbara Gabel
Putnam City Public Schools

Gary Goree
Tulsa Public Schools

Nicholas Kyle
Putnam City Public Schools

Rita Martin
Oklahoma City Public Schools

Roxy Merklin
Woodward Public Schools

Patrick Riley
Oklahoma City Public Schools

John Reed
Oklahoma City

School Improvement Division

Dr. Katie Dunlap
Assistant State Superintendent

Cindy Koss
Team Leader, Effective Schools

Rose Carlson
School Improvement

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The Arts Tool Kit

Overview

This document is designed to help teachers throughout the state who are implementing the arts in the core curriculum. Ideas and suggestions are included for classroom activities which complement the arts competencies in the *Priority Academic Student Skills (PASS)*. The educators who assisted in the development of this handbook have stressed that the handbook is not intended to be a full sequential arts curriculum, but merely a brief collection of ideas which can be used to introduce or reinforce the *Priority Academic Student Skills*.

Also included in the handbook is a condensed glossary of basic art and music terms as well as a listing of resources and a proposed activity worksheet for future planning. Though not comprehensive, this information will assist beginners who may not be entirely familiar with the arts and provide a solid base from which to begin arts instructional planning. Schools are encouraged to include music and art specialists, who will be invaluable resources at any site, as well as local community artists, artists in residence, or arts faculty from area colleges, universities or arts and humanities councils, in the dialogue.

It is important to note here that the purpose of the arts in the core curriculum is to give all students a basic understanding of art and music through knowledge about and experience in these two academic disciplines. The production of public musical performances or art exhibitions is not the mission of the arts in the core. The arts curriculum is designed to develop the following*:

- Ability to problem-solve
- Ability to set goals, make decisions and justify choices
- Ability to understand concepts, themes and processes common to academic areas
- Communication skills
- Cognitive abilities: i.e., analysis, synthesis, evaluation, concentration and observation
- A sense of craftsmanship
- Basic literacy skills such as reading and writing
- Skills in cooperation and teamwork
- Self-discipline, self-control, hand-eye coordination and listening skills

These are skills which transfer to and are needed as students study other curricular areas in postsecondary education and the world of work.

Additionally, research indicates improved performance on standardized tests among those students who have received instruction in the arts and sources for this information is also included in the handbook. Technology will prove to be an excellent tool for gathering this type of information as well as other ideas for lessons for teachers. You are invited to visit the Oklahoma State Department of Education web site where links to teacher resources in all curriculum areas are included:

http://sde.state.ok.us

*From "The Arts In The Curriculum", Oklahoma State Department of Education, January 1995.

Introduction

The competencies listed in the *Priority Academic Student Skills (PASS)* in the arts include both general music and visual art. These areas will involve students in:

General Music	**Visual Art**
participating in music	making art
listening/describing music	looking at art
creating music	analyzing works of art

A balance of these activities will provide a basic understanding of the arts and can add to student understanding of the creative thinking and problem-solving processes. Many lessons can introduce several competencies in the *PASS* simultaneously. These may be part of traditional art and music classes, humanities classes or integrated with other areas of the core curriculum.

Resources that may be helpful in planning instruction and assist teachers in strengthening their comfort level with the arts include the building or district art and music specialist, local community artists, artists in residence, a district arts coordinator, staff from museums or performing groups. These individuals have the knowledge, training and experience in the arts and may be able to provide classroom resource or teacher reference materials as well as additional ideas.

The *Priority Academic Student Skills* in the arts **does not** require all students to be involved in *public* performance, as in solo singing, or learning to play an orchestral instrument to *public* performance quality. It **does not** require competition or *public* display in visual art. Specialized classes provide an avenue for those students with special interests and/or talent to further develop their art and music skills. Arts instruction as stated in *PASS* will:

- give all students a general understanding of art and music;
- provide all students opportunities for critical thinking and problem solving through art and music experiences;
- enable students to develop ideas and follow them through to completion;
- provide students a sense of art and music throughout history and how these areas have contributed to our culture, and
- increase all students' awareness of the world around them.

The implementation of the arts in the core curriculum for all students in Oklahoma is a challenge which can be met with a team approach. The Oklahoma State Department of Education joins in partnership with other institutions and organizations, including the Arts Council of Oklahoma and the Oklahoma Arts Institute to provide additional opportunities and resources for teachers. We encourage each teacher to call for additional assistance.

Oklahoma State Department of Education
(405) 521-3034

Arts Council of Oklahoma
(405) 521-2931

Oklahoma Arts Institute
(405) 319-9019

GENERAL MUSIC

Participating in Music

Rationale: Participating in music is one way of interaction with music that strengthens musical understanding. It provides students the opportunity to experience organizing sound expressively as they learn by doing. Repeated participation will foster growth of ability, increase control of the art form and provide a deeper understanding of the decision making and technical skill involved in the performance. Notation may be part of this experience, which simply involves using a type of symbolic shorthand or simple signs as a reminder of the sounds to be made.

Some students will want to pursue a more public performance role, such as through band or choir, but all students can experience classroom participation, regardless of their musical aptitude. The competencies listed in the *Priority Academic Student Skills (PASS)* will enable students to develop problem-solving skills, hand-eye coordination, good posture, cooperation and teamwork.

Skills listed in *PASS* in this category include:

Grades 1-3: skills A, B, C, D, E, F, G
Grades 4-5: skills A, B, C, D, E, F, G, H, I, J, L, M
Grades 6-8: skills A, B, C, D, E, F, H, I, J, K
Grades 9-12: skills A, B, C, D, E, F, G, H, J, K

Listening to Music

Rationale: Listening to music is an active rather than passive endeavor. It enables students to experience this art form from three perspectives: 1) for enjoyment, relaxation, or inspiration; 2) analytical listening, by which we discern detail and notice how various parts are organized, including the elements of music and 3) evaluative listening, during which we consider the craftsmanship of the musician and assess the technical aspects of the work.

By listening to a variety of music from these three perspectives, students better understand music, its history and its many styles, representing different periods and cultures. The competencies listed in *PASS* will provide students with the opportunity to practice active listening, which will enrich perception, as well as strengthen skills of observation and concentration.

Skills listed in *PASS* in this category include the following:

Grades 1-3: skills B, G, H, I, L, M, K
Grades 4-5: skills B, D, I, L, M, N
Grades 6-8: skills B, E, F, I, K
Grades 9-12: skills A, B, C, D, E, F, G, H, K

Creating Music

Rationale: Creating music involves organizing sounds expressively and thinking about how changes or variations in that arrangement can offer different results. It provides the opportunity to find many solutions to the same problem and helps internalize basic concepts of music. Creating and producing music enables students to try simple composition, in which they organize expressive sounds and make decisions about the music based on an overall plan or on the basis of what happens as the work unfolds. This type of involvement requires artistic decisions to be made and learning occurs through exploration, investigation and discovery.

New electronic technologies will enable students to make or combine sounds in new ways, save, retrieve, edit and refine their original musical ideas. These ideas or compositions can be played back and combined with words that are spoken or sung. Technology can also provide access to samples of different types of music as well as information about music, music history and other music resources that might not be otherwise available.

A balance of listening, participating and creating allows each student the greatest potential to understand the true nature of music.

Skills listed in *PASS* in this category include the following:

Grades 1-3: skills A, D, E, F, J
Grades 4-5: skills A, B, C, H, J, K, L
Grades 6-8: skills A, E, G, H
Grades 9-12: skills B, E, I, J, K

Music Activities and Teacher Tips

Activity 1: "Found Sounds"

Grades:

1-3	4-5	6-8	9-12
x			

***PASS* skills:** A, F, H, I, K

Materials: Any object in the classroom or from home that can be used to make a sound. These objects become "instruments" in the tradition of nontraditional performing groups and will make primarily percussive rhythms and/or may be used to accompany a song.

Procedure: After each student selects a "found sound", allow time to explore possible sounds and rhythm variations. Students then demonstrate the sound while the class listens for the distinctive qualities of each sound. They may then experiment with combinations of two or more sounds together. The teacher discusses points of interest raised by students or suggests discussion questions such as:

1. How many different kinds of sound were discovered?
2. Could the sounds be categorized, i.e, shrill, dull, intense, high, low, etc.?
3. Is there any difference between sounds performed individually and sounds performed in combination?

Extension: The teacher plays recorded sounds, special effects or any type of music, including music from other cultures, which use unusual instruments. Students listen for new sounds that could be added to the categories previously established by the class.

Curriculum Connection: Science - Discuss what sound is and how the make-up of an object results in different types of sounds.

Teacher Tip: Students bring one small object from home on which they can produce <u>three distinctly different</u> sounds. The objects might include a brush, a bottle or other container, trinket, or anything made of wood, metal or plastic. These "instruments" may be used to accompany the class as they sing familiar songs. Experiment with tempo and dynamics. Students describe what they hear verbally or in writing.

Activity 2: "Echo Clap"

Grades:

1-3	4-5	6-8	9-12
x			

***PASS* skills:** D, G, K

Materials: None

Procedure: The teacher claps the rhythm of a student's name and the class echoes the clap. The same may be done with a basic nursery rhyme, poem or school song as they speak or sing it. If note values have not yet been introduced, the class should develop their own symbols for long-short that can be used. The class may be divided into groups, one group to clap and the other group to listen and describe the **tempos** that are **slow** or **fast** and claps that are **loud** and **soft dynamics**.

Extension: "Complete the Sentence" (skill J). The teacher speaks a partial sentence, as in " I like _____" and the student fills in the blank with a word. The class then claps the word-rhythm and writes the notation of the rhythm using either traditional notation or invented symbol system devised by the class.

Teacher Tip: The teacher writes the musical terms used in this activity on a poster and displays them in the room, referring to and defining them along with the activity.

Activity 3: "Introducing Instrument Families"

Grades:

1-3	4-5	6-8	9-12
x	x	x	x

***PASS* skills:** M (1-3; K, L (4-5); G (6-8); D (9-12)

Materials: Photographs or illustrations of various orchestral instrument families or groupings, specifically, strings, percussion, brass and woodwinds, tape recorder or CD player and variety of musical samples in which each grouping is distinct.

Procedure: The teacher explains the various instruments within each grouping and how a musical sound is made while showing students the family being heard. The teacher should invite discussion about similarities and differences, high and low pitch, which the students find interesting, etc. The music can then be played and students identify the correct instrument families without the teachers help.

Extension: The teacher plays music of different cultures and students try to identify which instrument family they hear represented.

Activity 4: "Music of Many Cultures"

Grades:

1-3	4-5	6-8	9-12
x	x		

***PASS* skills:** B, C (1-2); E (4-5)

Materials: Cassette or CD recordings of music from other cultures or various regions within our nation.

Procedure: The teacher plays simple music from three different cultures with distinctly different sounds, for example: American folk music, Native American and Asian. This lesson could be planned in conjunction with holidays or patriotic tunes of the various cultures. The unique features of each selection may be presented by students as they are invited to share what they noticed about each type of music. Information about each culture, geographic region or continent may be shared by the teacher to enrich the listening experience.

Curriculum Connection: Social Studies

Activity 5: "Sound Sources"

Grades:

1-3	4-5	6-8	9-12
	x		

***PASS* skills:** A, G, L, K

Materials: Any object from the classroom or home that can produce a sound by striking, scraping, shaking, plucking or blowing.

Procedure: Allow students to select a recording to listen to and use the "sound source" instruments to make a sound to the rhythm of the music. Let one group establish the basic pulse while other groups invent rhythms appropriate to the music. Notate the rhythms using traditional musical symbols. Discuss timbre and pitch of each student-made or found "instrument". Write these basic terms on posters to build music vocabulary.

Curriculum Connection: Science

Activity 6: "Conducting Patterns"

Grades:

1-3	4-5	6-8	9-12
	X		

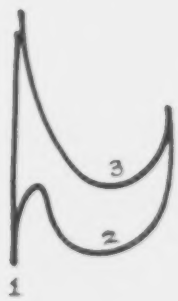
***PASS* skills:** A, D

Materials: None

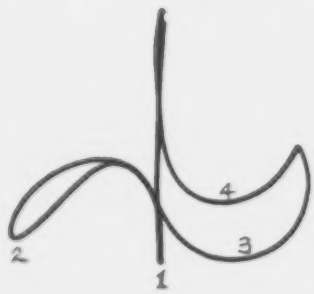
Procedure: The teacher defines conducting or conductor (director of an orchestra or chorus). The teacher notes that the first beat in a measure is called the downbeat. Usually, conductors make the first beat a strong downward motion in front of the center of the body. Other beats are made to the left and/or right of the downbeat. With the right hand, the teacher conducts songs as students sign and/or listen to music, in basic 2, 3, 4 beats using the following conducting patterns:

2 Beats

3 Beats



4 Beats



Activity 7: "Beanbag Note Identification"

Grades:

1-3	4-5	6-8	9-12
	X		

***PASS* skills:** F

Materials: Large staff, treble and bass clef signs made from construction paper or on poster board and placed on the floor, two small beanbags for tossing.

Procedure: Tape 5 lines on the floor, representing the 5 lines and 4 spaces of the staff. Students toss a beanbag on the "floor-staff" and identify by naming it a "line" or "space". As students learn the names of the lines and spaces, add a treble or bass clef and toss the bag to give the name of each line and space of the clef (i.e., "Bottom line treble clef is E", etc.).

Extension: As students gain in their knowledge of music, they may use two beanbags tossed on the floor-staff to name the interval size between the two, i.e., one bag lands on treble clef bottom line 'E' and the second bag lands on the second line 'G' and the interval is a third. We count every line and space between the two bags – line, space, line or a one, two, three – a third.) Students can sing the intervals represented or notate their work on paper.

Teacher Tip: Invent sayings for the line notes, such as treble clef – E-G-B-D-F is "Every Good Boy Does Fine" and bass clef – G-B-D-F-A is "Great Big Dogs Fight Animals or Good Boys Do Fine Always," to help students remember.

Activity 8: "I Spy"

Grades:

1-3	4-5	6-8	9-12
	x		

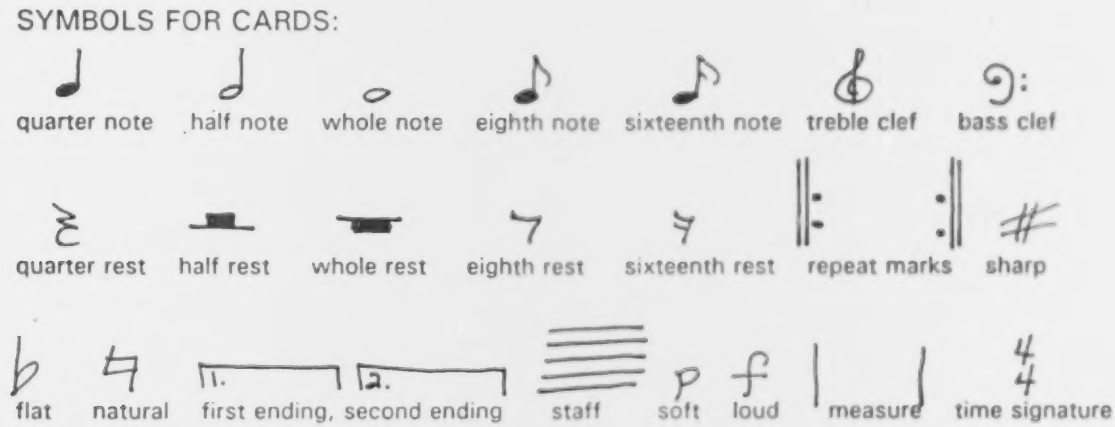
***PASS* skills:** F

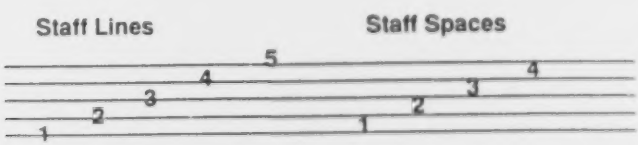
Materials: Musical notation symbol cards the teacher has purchased or the class has made. If made, use colorful index cards and draw a musical symbol on one side and its name on the other. Examples of basic symbols are given below.

Procedure: Place all the cards symbol-side up in the middle of the room and ask the students to sit in a circle around the cards. Taking turns, each student picks up a card symbol they can identify. If the class agrees the student is correct, turn the card to check the name and the student places the card in front of him. Move to the next student around the circle, repeating the activity. If a student does not answer correctly, they return the card to the middle in exchange for a blank card to put in front of them so that all students have cards. Devise some small recognition of those students who have symbol cards in front of them. Class could be divided into teams to determine which team can gather the most symbol cards.

Variation: Turn the cards so the names are face-up and students draw the correct symbol on note paper or the teacher gives a symbol name and students take turns around the circle finding the card that has the correct symbol. Two sets of cards could be made that are blank on one side and a "match game" could be played.

Basic notational symbols:





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Activity 9: "Dance a Story"

Grades:

1-3	4-5	6-8	9-12
	x		

***PASS* skills:** L

Materials: Scarves, ribbons or streamers

Procedure: Divide class into small groups. Each student is given a movement "prop" listed in materials. These props will allow the student to focus on movement. Allow adequate space between each other to move the prop through the air without touching their neighbor. Play different styles of music (classical, jazz, country and western, popular), identifying each type. Students move their prop to the rhythm of the music. Groups may take turns listening and then moving while listening and discuss the differences in the type of movement in response to each style of music.

Curriculum Connection: Physical Education

Activity 10: "Sound Source - Bottles and Jars"

Grades:

1-3	4-5	6-8	9-12
	X		

***PASS* skills:** K, M

Materials: Any object with which a pitch can be created, such as small glasses or bottles into which water will be added at certain levels of fullness. The tone is created by gently striking the side of the glass with a metal object and on bottles by blowing air across the top of the opening or gently striking the side.

Procedure: The teacher prepares the objects as above after deciding how many pitch tones will be needed to play a simple song. Study the "science of sound" first to understand that the less water, the lower the pitch; the more water, the higher the pitch. Write on posters all the terms appropriate for this discussion (pitch, tone). Explore the role of vibration in making sound.

Extension: Make your own simple symbols (squares, circles, etc.) or use basic notational signs to indicate highs and lows, louds and softs, then have students make the sounds following the notation.

Curriculum Connection: Science

Activity 11: "Sound Source - Strike, Shake and Scrape!"

Grades:

1-3	4-5	6-8	9-12
	x		

***PASS* skills:** B, J, K, L

Materials: The students themselves

Procedure: Have students try making sounds using their fingers, hands, feet, mouth and/or their own clothing. Ask them how they have made the different sounds (by striking, scraping, shaking, snapping, clapping, blowing, etc.). Group the students according to their sound and allow them to take turns demonstrating. Decide on one sound the whole classroom can perform together or a sequence of different sounds that can be repeated or add a new sound each time. Record the piece and play it back for the students. As they listen, discuss the musical elements as loud-soft, slow-fast, thin/thick, texture, timbre, etc.

Curriculum Connection: Social Studies

Discuss how musicians from all cultures and geographic regions throughout history have used natural resources to make music. Explore natural resources beyond the classroom and the potential for using them for making music.

Activity 12: "I Am the Audience!"

Grades:

1-3	4-5	6-8	9-12
X	X	X	X

***PASS* skills:** I (1-3); I (4-5); F (6-8); C (9-12)

Materials: Taped concert clips may be shown to demonstrate appropriate behavior.

Procedure: The teacher discusses basic courtesy in taking turns, not interrupting when others are speaking, etc. Additionally, the teacher discusses how at different events, different behavior is acceptable such as at a football game versus a wedding or a classroom versus the playground, and then introduces the idea that performers gain from audience and that interaction influences the enjoyment of the experience. The audience, then, has an important role in any performance. A key to a quality concert or performing arts experience is the audience behavior or "etiquette". Developing skills in listening carefully and attentively is essential to the experience. This includes:

1. The performance area is quiet and orderly.
2. When the conductor or director enters or lights are dimmed, it is acceptable to applaud politely.
3. Listen attentively and watch! Notice lighting, props, backdrops and arrangement of the performers or musicians.
4. Stay seated and quiet during the performance, unless directed to do otherwise by the conductor.
5. Leave snacks, gum or other refreshments for intermission or after the performance.
6. Flash photographs are typically not allowed at indoor performances, as this may create a safety hazard for performers and is a distraction to other audience members.
7. Do not try to quiet talkative neighbors with your voice or large gestures. This causes even more distraction. YOU maintain self-control.
8. Clap at the end of each selection to show your appreciation.
9. If you are asked or invited to participate by the conductor or director, try to do so, but remain in your seat and orderly.
10. At the end of the performance, stay seated until you are dismissed, leave quietly and orderly.

Activity 13: "The Music of Voice"

Grades:

1-3	4-5	6-8	9-12
	X	X	X

***PASS* skills:** P (4-5); H (6-8); F, K (9-12)

Materials: Poster listing voice classifications, cassette or CD player and a variety of vocal selections such as recordings and other music with clear voice distinction. The high school vocal music department could also make sample tapes.

Procedure: The teacher introduces adult voice classifications as follows and plays samples for students to become familiar with:

- **Bass:** lowest range of the male singing voice
- **Baritone:** male singing voice, higher than bass but lower than tenor
- **Tenor:** highest range of the male singing voice
- **Alto:** lowest range of the female singing voice
- **Mezzo Soprano:** female singing voice, lower than soprano and higher than alto
- **Soprano:** highest range of the female voice

Students then, listening to other selections during other listening times, classify voices heard.

Activity 14: "Musical Elements"

Grades:

1-3	4-5	6-8	9-12
	X	X	X

***PASS* skills:** H, J, O (4-5); R, H, J (6-8);F, J, K (9-12)

Materials: Cassette or CD player, selection of a variety of music demonstrating concepts listed below. There are video or recorded music appreciation curriculum resources that may also be used. The music specialist or other music resource should be consulted for assistance with this skill.

Procedure: The teacher introduces concepts related to tempo (speed); timbre (sound quality); dynamics (degree of loudness); pitch (highs and lows); rhythm and melody in music. Musical examples are played or demonstrated for students (by teacher, other students or guest musician) that illustrate one or more of the concepts. Students discuss how changes in each of these contribute to the music. The next occasion for a listening experience can then include having students write a brief paragraph about the selection (or one of their own choosing) and how one of the concepts affects the effectiveness of the piece.

Extension: Specific symbols or dynamic markings for example may be placed on cards or posters to help students further understand and remember these musical concepts. The teacher distributes copies of children's simple songs with markings and teams of students can determine from the markings if the piece is fast or slow, loud or soft, for example. Each team can share how they believe the song will be presented. If a tape of same selections is available, it can be played to determine which team was most accurate.

Activity 15: "Music Around the World"

Grades:

1-3	4-5	6-8	9-12
		x	x

***PASS* skills:** A, C, K (6-8); B, G, H (9-12)

Materials: Cassette tape or CD player, recorded music representing a variety of cultures, including European, Native American, African American, Hispanic and Asian; writing paper.

Procedure: The teacher and/or students bring in musical examples. Students select several to listen to and one to write about, individually or in teams. They write about the work including title, composer, country or culture of the composer or music, style of music and a brief description of instrument groupings represented and one or more music elements evident in the work. Encourage students to use music terminology in their writing. As part of a geography or social studies unit, this activity could expand to include the social conditions or events at the time of the music. Some events in history may be significant in the creation of some types of music, such as songs from the American Civil War.

Discussion for upper levels might include:

1. Purpose of the music for the particular culture from which it comes;
2. How has the music of this cultural tradition changed over time?
3. How is the piece selected similar or different than selections of other cultures?

Curriculum Connection: Social Studies, Language Arts

Activity 16: "Music in the Media"

Grades:

1-3	4-5	6-8	9-12
		X	X

***PASS* skills:** H, J (6-8); G, H (9-12)

Materials: Video clips of television commercials, scenes from movies or television; writing paper.

Procedure: Class reviews and discusses musical terms (pitch, dynamics, rhythm, texture, form, tempo, timbre and style) and how music changes when particular elements are emphasized or changed. The teacher assigns them to watch television commercials at home over a 30-minute program, focusing on the music used. (Or, the teacher may play clips in class if appropriate). The class is divided into three or four groups and decides which channel they will watch and the time. As they watch, they write down what the scene was, what the commercial was advertising, all the musical elements that were used and whether the scene was effective. They next day, the class discusses and shares how students in the same group wrote about the same time period, commercial or scene. Were there differences in perception of effectiveness and the musical elements used?

Variation: A video clip may be shown in class first without sound, then repeated with sound. The class discusses the elements of music as they listen to the clip and upon completion of the clip write about the effectiveness of the music to the scene. Students compare observations.

Curriculum Connections: Social Studies, Language Arts

Activity 17: "Rain Game"

Grades:

1-3	4-5	6-8	9-12
		x	

***PASS* skills:** H, J

Materials: Poster with music elements defined - can be teacher-made

Procedure: The teacher asks students to think of all possible sounds they can use to represent the sound of rain (e.g., fingernails on desk tops, finger snaps, hands rubbing together, etc.) and thunder (slapping their own thighs, claps, tapping feet, etc.). Create a "storm" by using the musical elements of ***dynamics*** (soft, with one person making the rain-sound alone and gradually getting louder or crescendo); ***tempo*** (slow "rain" sounds changing to fast); ***texture*** (gradually adding more student sounds to the rain); and ***pitch*** (make the "thunder" sound so low and opposite the higher pitch of rain. Class discusses what they heard during the "storm" in terms of musical elements.

Curriculum Connection: Geography or social studies as part of a "Rain Forest" unit.

Activity 18: "Making Sounds/Making Music"

Grades:

1-3	4-5	6-8	9-12
		x	x

***PASS* skills:** F, G, H, J, K (6-8); B, G, H, K (9-12)

Materials: Traditional musical instruments from school or students and handmade or folk instruments.

Procedure: Students that have instruments or guest student musicians are invited to give a short solo demonstration of the instrument, identifying the instrument family or grouping and explaining how the tone is produced. Class discusses the timbre (sound quality) of each instrument. Repeat with non-traditional or folk instruments. Students should be reminded of appropriate audience behavior, even for classroom demonstrations.

Variation: Repeat above procedure, but substitute nontraditional, handmade or folk instruments. Invite students' family members or musicians from the community who might play an instrument, especially from other cultures to participate in demonstrating various music. They might also discuss other aspects of the music, such as when it is used, traditional dress and customs.

Curriculum Connection: Social Studies, Languages

Activity 19: "Music De-Coded!"

Grades:

1-3	4-5	6-8	9-12
			X

***PASS* skills:** E, F, J

Materials: Simple vocal music in both printed and recorded music forms; transparency of the first page of the music (examples: contemporary, country music, folk songs, popular music or music used by the school band or vocal music class).

Procedure: The teacher plays the music for the class while they see the first page of the music on the transparency. Class is asked to identify and label the following: time signature (indicates number of beats per measure), treble and bass clef, key signature (indicates flats, sharps, etc.), tempo, lyrics, dynamics, base note values on the transparency. This activity should be repeated periodically with different types of music to reinforce memory and should be presented after students have received instruction on the musical elements and meaning of musical symbols.

Teacher Tip: The music specialist in the building should be consulted on the best source of printed music and he/she can assist with identification of musical elements.

Activity 20: "Lyrics as Poetry, Poetry as Song"

Grades:

1-3	4-5	6-8	9-12
		X	X

***PASS* skills:** F, J

Materials: Copies of several short poems and lyrics of songs.

Procedure: The poem is read by several student volunteers with a variation in the dynamic (volume) of their voice, the tempo (speed) and the timbre (quality of tone) of their voice. Students write and discuss what they hear. Students may take turns changing the accents of the word-syllables to demonstrate how the meaning can be changed when the accents are changed. Discuss how this equates to music.

Extension: The lyrics of a song are read and discussed as poetry. Discuss how music lyrics have changed over time. Teacher may focus discussion on selected themes, such as, war, love, patriotism, folk tunes, contemporary issues.

Curriculum Connection: Language Arts, Social Studies

Activity 21: "Song Parody"

Grades:

1-3	4-5	6-8	9-12
		X	X

***PASS* skills:** A, I, J, K

Materials: None required.

Procedure: Select a tune that all students are familiar with and that is easy to sing. Divide the class into small groups and ask them to make up new words (lyrics) to fit the rhythm of the music. Remind students to use appropriate language and avoid any possible innuendo or suggestive interpretation. Groups demonstrate their new song and discuss the problems or considerations made in fitting the words to the music. If a particular time period or event is being discussed in art, music, language arts or history, the new lyrics could relate to it (The Civil War, for example).

Extension: Discuss the role of the composer/songwriter. Ask students to research songwriters of the 20th century including contemporary. Report on the purpose of their writing, their perspective and why they are considered unique. Ask students, in their own compositions, to add notation (either standard or invented) to represent pitch, tempo, etc.

Curriculum Connection: Language Arts, Social Studies

Activity 22: "Music in the Movies"

Grades:

1-3	4-5	6-8	9-12
			X

***PASS* skills:** B, D, G, H, K

Materials: At least two examples of music of similar style or category such as chants (e.g., Native American and Gregorian), classical, patriotic or Broadway tunes, that have been used in movies or released for contemporary listening.

Procedure: Have students listen, compare and discuss the selections presented. An example might be the use of classical music in the movies. There are recordings available with such titles as "Classical Music in the Movies", available at music stores.

Discussion should include how the use of a particular type of music contributes to our understanding of the scene. It may build our anticipation or sense of drama or provide clues of what to expect, for example.

MORE TEACHER TIPS

Instruction in general music is more meaningful when:

1. Music is interrelated to other curricular areas and is recognized as an academic CORE area.
2. Emphasis is on the process rather than on the product (programs). Contests and competition are not the primary motivation for instruction - rather the growth of the individual student.
3. Respect for and enjoyment of the arts as an important part of everyday life and as a means of personal expression are encouraged.
4. Opportunities for the creation of music within the classroom are provided.
5. Opportunities for solo and small ensemble performance are provided.
6. Instrumental choral accompaniments such as guitar, dulcimer, keyboard, orff instruments, or bells are provided.
7. The playing of at least three chords on any instrument is encouraged.
8. Outside arts resources such as professional musicians, patrons, arts organizations, performing groups and businesses are involved in planning and implementation.
9. Correct posture and breathing techniques are addressed.
10. Students are taught the appropriate care and use of musical instruments and a variety of ways of creating music is explored.
11. Positive reinforcement for the best effort of all students is generously given.
12. Adequate classroom space is provided for the purpose of music instruction.
13. Teacher expectations of students are clearly stated.
14. Dialogue between schools and school districts occurs as well as among staff within the building.
15. Respect for the performance of others is encouraged.
16. A variety of learning styles are addressed and a variety of teaching strategies are incorporated.
17. A variety of assessment methods, including portfolio and self-evaluation, are utilized.
18. Unsolicited student criticism of music is discouraged.
19. Good musical techniques are modeled by the teacher, peers and visiting professional musicians.
20. A variety of styles, traditions and historical periods of music are explored, including the music of other nations or cultures.

21. Students are allowed time to think about their work and are encouraged to consider ways to improve upon previous effort.

22. Class-size mandates are observed for general music classes as in other core curriculum areas.

Music Glossary

This is a listing of basic terms in music and is not in any way intended to be comprehensive. For additional musical terms, definitions and activities, a bibliography of resources is included.

acoustic instruments - traditional musical instruments which produce sound and amplify it by natural means (piano, guitar, trumpet, etc.), as opposed to instruments which produce and amplify sound electronically (synthesizers, sound modules, etc.).

acoustics - the science of sound generation.

alto - the lowest female voice.

andante (ahn-DAHN-tay) - a walking pace, flowing.

aural - relating to the sense of hearing, listening.

ballad - a narrative song.

bar - a vertical line dividing measures on the staff.

bass - the lowest male singing voice.

bass clef - symbol that tells you that the fourth line of the staff is the note F.

beat - the consistent pulse that occurs throughout a rhyme, song or recorded musical selection.

body percussion - sounds produced by the use of the body, i.e, clap, snap, slap, tap, stamp, stomp, whistle, etc.

call and response - a song style that follows a simple question and answer pattern in which a soloist leads and a group responds.

chord - three or more different tones played or sung at the same time.

chorus - the repetitive part of a song that occurs between the verses; also a large group of singers.

classroom instruments - instruments typically used in the general music classroom, including, for example: recorder-type instruments, autoharp, mallet instruments, simple percussion, keyboard and electronic instruments.

clef - symbol placed at the beginning of the staff to indicate the pitch of the notes in the staff.

composer - A person who writes music.

composition - the completed arrangement of music.

concert - a musical performance for an audience, requiring the cooperation of several musicians.

conductor - director of an orchestra or chorus.

crescendo (kre-SHEN-do) - gradually louder.

cue - a signal given by the director of a performing group to begin either at the beginning of the music or after they have concluded a section at rest.

decrescendo (DEH-cre-shen-do) - gradually softer.

dynamics - varying degrees of loud and soft (pianissimo, piano, mezzo piano, mezzo forte, forte, fortissimo, sforzando).

duration - how long a sound lasts.

elements of music -
pitch - the highness or lowness of a particular note.
rhythm - beats per measure.
harmony - two or more tones sounding together.
dynamics - varying degrees of loud and soft.
timbre - quality of sound.
texture - number of sounds occurring simultaneously.
form - the organization of a musical composition.
tempo - speed or pace of music.

flat - a symbol which lowers the pitch of a note one half step.

folk music - music of a particular people, nation or region, originally transmitted orally, sometimes as a rhythmic accompaniment to manual work or to mark a specific ritual.

form - the organization of a musical composition according to its sections of repetition, contrast, variation or development.

forte- ***f*** - loud.

fortissimo - ***ff*** **-** very loud.

harmony - two or more tones sounding together.

instrument groupings or instrument families - classification of instruments by the way or material by which sound is made (i.e. strings, brass, percussion, wind).

interval - the distance between two tones.

key signature - the sharps and flats placed at the beginning of a composition or line of music denoting the scale on which the music is based.

measure - a group of beats in written music, set off by vertical lines; the notes and rests comprised between two vertical bar lines.

melody - a succession or pattern of musical tones or pitches. Arranging these pitches creates a specific tonal and rhythmic succession of sounds that makes each piece recognizable and expresses a musical idea or tune.

meter - the grouping of accented and unaccented beats in a pattern of two (ONE, two, ONE, two) or three (ONE, two, three, ONE, two, three) or combinations of two and three, which gives internal organization, consistency and flow to the music.

meter signature - an indication at the beginning of a musical work, usually presented in the form of a fraction, the lower of which indicates the unit of measurement and the upper number of which indicates the number of units that make up a measure.

mezzo forte - ***mf*** - medium loud.

mezzo piano - ***mp*** - medium soft.

MIDI - an acronym for Musical Instrument Digital Interface. Standard specifications that enable electronic instruments to communicate with one another and with computers.

movement - the principal division or section of a musical composition.

notation - the way in which music is written down, usually on a staff, indicating specific pitches and the duration of each pitch. In Western culture, this system works just like fractions (i.e, whole notes, half notes, quarter notes, eighth notes, sixteenth notes).

note - a musical symbol that denotes both pitch and duration.

orchestra - group of musicians playing together on instruments. In Western music, the orchestra typically includes string, wind, brass and percussion instrument groupings.

percussive sounds - sounds made by striking, shaking and/or scraping.

phrasing - dividing musical sentences into melodic and/or rhythmic sections, similar to the effect of punctuation in language.

piano - ***p*** - soft; pianissimo. ***pp*** - very soft.

pitch - the highness or lowness of a particular note.

presto - very fast.

repertoire - a variety of musical pieces.

rests - symbols used to represent silence between notes.

rhythm - the term which denotes the organization of sound in time or the proportion or duration of notes. Beats per measure.

round - a song imitated at the same pitch by a second (or third) group of singers who begin at a designated time during the song (i.e., "Row, row, row your boat").

scale - an organization of pitches in ascending or descending sequence.

score - A notation showing all the parts of a musical composition.

sharp - # A symbol which raises the pitch of a note one-half step.

solo - playing or singing alone. A solo performer is called a soloist.

soprano - the highest female voice.

staff - the musical ladder made up of a set of five parallel lines and four spaces on which music is written and makes it easy for you to tell how high or low a sound is. The lines are counted from the bottom up.

style - the distinctive or characteristic manner in which the elements of music are treated.

tempo - The speed or pace of music. Musical tempos are expressed in Italian and include *lento,* very slow; *adagio* (ah-dahj-ee-oh), slow; *moderato* (mod-uh-rah-to); *allegro* (ah-lay-gro), lively; *presto,* fast; *vivace* (vee-vah-che), very fast.

tenor - the highest male voice.

texture - the way individual parts of music are layered or the number of sounds occurring simultaneously.

timber - quality of sound that distinguishes one instrument, voice or other sound source from another.

time signature - the meter (number of beats per measure and kind of note getting one beat, i.e, 2/4 or 3/4 or 4/4 meter).

tonality - the key or tone center of a piece of music.

treble - high in pitch.

treble clef - symbol placed on the five-line staff in traditional notation indicating the pitch of the notes and locating G on the second line from the bottom.

two-part songs - songs written for performance by two distinct voices.

unison - two or more parts performing the same pitches or melody simultaneously.

VISUAL ART

• Making Works of Art

Rationale: There is more to the experience of making art than simply following the directions in a craft kit or coloring a ditto sheet or merely "doing your own thing". Art making involves taking an idea, experience or emotion and communicating or responding to it with materials that are organized with a sense of craft and ownership. Students can and should be encouraged to develop their own unique visual ideas. Through the process of creating their own responses, they engage in problem solving, critical thinking and decision making - all skills needed in academics and the work place. This component of the *Priority Academic Student Skills (PASS)* will enable students to create original art, gain experience with basic tools, materials and techniques and establish a working understanding of the principles and elements of art, the basic building blocks of visual art literacy. Making art will:

- develop divergent thinking skills through the application of the elements and principals of design
- develop hand-eye coordination and a sense of craftsmanship through repeated experience with a variety of tools, materials and techniques
- enhance understanding of visual art as a language beginning at the knowledge level and progressing to the evaluation level
- enable creative expression and enhance skills used in the process of invention

Basic art processes should be explained and demonstrated for the students by the classroom teacher, art specialist or visiting artist. It is also possible to allow students to have a simple exploration experience to get acquainted with the materials. It is important, however, that the teacher experience art making beforehand, so that he/she will be familiar with the characteristics of materials and processes that may be used. This will avoid unnecessary disappointments and accidents. Variations in working with different types of materials should be encouraged as part of art instruction, to help students understand the broad range of effects possible with each medium or process. The following is a listing of **basic** art processes:

- Drawing (pencil, crayons, colored pencils (both student and professional-grade), pastels, markers, pen and ink)
- Painting (tempera, acrylic, water color)
- Printmaking (block printing, stencil, screen print)
- Sculpting (additive, as in constructing or paper maché; subtractive, as in carving; and modeling which is a combination of the two)
- Weaving and fibers

- Ceramics (hand-built: coil, pinch and slab; wheel-thrown pottery: if equipment is available)

- Mixed Media (collage, mosaics or combination of other processes)

Proper handling of equipment and safety practices associated with any art making should be reviewed regularly at each grade level. Classroom art rules and discipline policy for violations may be established.

Skills listed in *PASS* in this category include:

Grades 1-3: A, C, D, E, G
Grades 4-5: A, B, C, E, F
Grades 6-8: A, B, C, D, E, H, L
Grades 9-12: D, H, J, K, L

• Looking at Works of Art

Rationale: Looking at works of art strengthens the ability to notice, to be observant and to perceive the world around us. It can give insight into other cultures or time periods in history, as we recognize that works of art may have been created to record or illustrate a historical event, to memorialize or honor, to tell a story, to celebrate or adorn.

By participating in the process of purposeful looking, students enhance their ability to see detail and note subtleties in visual images. They become more aware of images as a form of communication and are encouraged to think consciously about what they are seeing. In this era of mass communication, which is so dependent upon the visual image, practice in looking at works of art is a first step toward visual literacy. This component of the *Priority Academic Student Skills* will support this development and enhance a general appreciation of visual art.

Students at every grade level should be invited to look at works of fine art, photography or architecture and share their observations. They can be challenged to note those observations verbally and/or in writing by responding first to the simple question: **What do I see?**

Skills listed in *PASS* in this category include:

Grades 1-3: A, B, F, I
Grades 4-5: D, E, G, H, K, L
Grades 6-8: B, D, E, F, G, H, I, K, L
Grades 9-12: B, C, D, E, F, H, M

• Analyzing Works of Art

Rationale: Analyzing works of art invites students to think about the work beyond a simple reaction to it. This process requires thinking on a deep level and is achieved by learning more about how artists have formed the work, the role of artists in society and the purposes of art. It enables students to move beyond statements of mere preference and into the language of art. Activities in this area of the *Priority Academic Student Skills* will also enable students to consider the variety of uses of art in today's world. This process can begin by having students at any grade level consider the content of the art, the process used to make the art, who made the work and why as well as the function of the work in the context of the culture in which it originated.

Skills listed in *PASS* in this category include:

Grades 1-3: A, B, F, G, H, I
Grades 4-5: A, D, E, F, G, H, J, K
Grades 6-8: B, D, E, F, G, H, I, K, L
Grades 9-12: A, B, C, D, E, G, H, I, M

Supplies for the Art Room

Purchase quality art materials as the art budget will allow. Many materials used in making art, however, can be collected, gathered or recycled from the community. These types of materials include printing paper, scrap mat board, end-rolls of newspaper print, wood scraps, tire inner tubes, fabric scraps, coffee cans, plastic buckets, styrofoam trays, paper plates, ice cream sticks, string, yarn, old greeting cards, wrapping paper, wall paper or butcher paper, rolling pins, and many other interesting items that could be used in a variety of art projects.

Art Activities and Teacher Tips

Activity 1: "Enter the Picture"

Grades:

1-3	4-5	6-8	9-12
x	x	x	x

***PASS* skills:** A, B, F, G, I

Materials: Art poster, print or photograph, large enough for all students to see at once, displayed free of clutter of decoration.

Procedure: The students are given a few minutes to look at the work quietly. The teacher may suggest that students look first for the subject or overall theme, then look for specific details such as objects, colors, shapes, lines and textures. They might look at the work from a distance and close up or from varying angles. As students become more familiar with this activity, as well as art processes and techniques, they may also look at a work of art and try to determine how it was made and the types of materials used in its creation. As a group and with the teacher as the recorder, ask students to:

- List words that describe what they see in the art work ("I see mostly dark colors.")
- Describe what is happening in the art work ("In this picture a man is lifting a box.")
- Share what they think the subject of the work is ("a celebration" or "work")

Teacher Tip: **Where and how may art be viewed in the classroom?** Many textbooks feature fine art as illustrations of the text, especially history and literature. Art reproductions from calenders, posters, postcards or slides may be purchased from museum gift shops, department stores or art curriculum resource vendors, suitable for in-class viewing. These could be mounted on poster board and laminated for durability. Some literature texts now include transparencies of fine art as part of the teacher resource material.

Activity 2: "Same & Different"

Grades:

1-3	4-5	6-8	9-12
X	X	X	X

***PASS* skills:** I (1-3); D, J, L (4-5); F, H (6-8); C, E (9-12)

Materials: Two art prints, chalkboard or large sheets of paper, chalk or markers

Procedure: Students list their observations (teacher of younger children may do this on the board as the entire class participates) working individually, in small groups or in teams. Each student or team may have a different pair of art works to study. The teacher asks students to look carefully at the two different works of art, by the same or different artists and determine:

- Descriptors of each work, such as colors, shapes, subject matter
- How the two works are different and how they are alike - share observations with the entire group.

Curriculum Connection: Science skills of observation with natural elements may be practiced in the same way as the activity suggests using art.

Activity 3: "Art, Methods and Materials"

Grades:

1-3	4-5	6-8	9-12
X	X	X	

***PASS* skills:** A, C (1-3); J (4-5); B (6-8)

Materials: Samples of actual artwork or photographs representing different methods of making art including: drawing, painting, weaving, sculpting, printing and pottery.

Procedure: In small groups, students should look at the work, touch it if possible and note qualities about each work. They might answer questions such as: what is the art form? What type of materials or supplies do you think were needed to make it? Differences are discussed by students and then confirmed and explained by the teacher. Through subsequent hands-on experiences with each of these methods, students will become more acquainted with a variety of ways of making art.

Activity 4: "Art in the Field"

Grades:

1-3	4-5	6-8	9-12
	X	X	X

***PASS* skills:** I, J, L (4-5); E, G, H, I (6-8); G, H, I (9-12)

Materials: Sketchbooks and pencils (optional)

Procedure: Field trips to museums or galleries, art festivals or to public art within a town may be scheduled. Libraries, banks and restaurants sometimes feature local artists. Some exhibits travel, while others may be on permanent display. In any case, the teacher will want to view the work prior to viewing it with students. The teacher discusses the exhibit with students beforehand, describing the work and information about the theme of the exhibit. This discussion will better prepare students for the experience. Some museums have education departments that have student activities appropriate for the current exhibit, as well as trained docents who will help them understand the art work, artists and process on display. If time allows, ask students to select one piece they like and quickly sketch it while looking at it. Once back in the classroom, they can do a small painting based on their sketch.

Activity 5: "Art Through Technology"

Grades:

1-3	4-5	6-8	9-12
	X	X	X

***PASS* skills:** I, J, K (4-5); F, G,H, I (6-8); A (9-12)

Materials: Access to a computer and Internet or an art CD ROM

Procedure: Students explore notable exhibits and collections electronically, including the National Gallery of Art with the Smithsonian Institution and the Louvre in Paris, France. Many museums around the world have web sites with virtual exhibits available with or without text commentary. Plan a specific virtual field trip for students over the Internet or CD ROM. Students may be directed to look at works of art from a specific time period or at the the work of a particular artist. The teacher will want to preview available sites or collections on software prior to having students view the work. Addresses of several web sites for this type of activity are listed at the end of this document.

Curriculum Connection: Social Studies, Technology

Activity 6: "Experiencing Art - The Real Thing"

Grades:

1-3	4-5	6-8	9-12
X	X	X	X

***PASS* skills:** G (1-3); D, J, L (4-5); F, G, I (6-8); F, H, I (9-12)

Materials:

Procedure: Students at every grade level should have the opportunity to visit exhibitions of *original* art work in the community - by field trip, a traveling exhibit hosted by the school or student work. A "viewer's guide" may be prepared by the teacher that asks students to look for a work with particular characteristics; e.g., "Find the painting that is a portrait" (or landscape, city scene, picture that seems to tell a story, etc.). This exhibition "scavenger hunt" will give students an added purpose for looking more carefully. For younger students, simply asking them to choose and remember their favorite piece, will make the experience a memorable one.

Artists who may be in residence at the school may also be invited to display their work in the school and/or student work may be presented in an exhibition-type format. This type of school exhibit may be an occasion to invite parents and the community at large in to enjoy the art work and give students the opportunity to serve as "hosts" and gallery "docents", explaining the exhibit to visitors.

Activity 7: "Unifying the Arts"

Grades:

1-3	4-5	6-8	9-12
x	x	x	x

***PASS* skills:** H (1-3); H (4-5); G, J, K (6-8); M (9-12)

Materials: Access to a computer and Internet or an art CD ROM

Procedure: Samples of other art forms are located or shared with students by way of video clips or posters representing the art form, including music, drama and dance. Similarities and differences with visual art and with each other may be noted by students and clarified by the teacher or visiting presenter.

At higher grade levels, students should discuss how several art forms are sometimes brought together to form a whole, as in film or television. They may be asked to consider how the story or message would change if one of the art forms was omitted or altered (e.g., how would rock and roll have changed the effects on "Close Encounters of the Third Kind" or blues music instead of classical in "2001: a Space Odyssey").

Extension: Students could look at and discuss a music video in the same way. The question is: How does the setting affect the enjoyment of the music? Does it add or detract? How would you change the lighting, background, costumes and camera angles if you were named the artistic director?

Curriculum Connection: Music, Technology

Activity 8: "Art Around the World"

Grades:

1-3	4-5	6-8	9-12
		x	x

***PASS* skills:** F, H, I (6-8); E (9-12)

Materials: Posters, prints or slides representing two or more examples from several cultures including: American, Native American, African-American, Hispanic or Asian American cultures.

Procedure: The visual art of other cultures is shared by the teacher, and general characteristics described. Students, individually or as a class, create a catalog of samples of several types of artifacts from a culture, e.g., masks, jewelry, pottery, murals. The catalog may include student sketches or illustrations from various sources, including electronics, such as Internet. Students write a short paragraph explaining what they found interesting, alike and different about the work of one culture or a comparison of two groups.

Curriculum Connection: Social Studies, Language Arts

Activity 9: "Art and Culture"

Grades:

1-3	4-5	6-8	9-12
	X	X	X

***PASS* skills:** F,G, H, I (6-8); C, E, I (9-12)

Materials: A poster, reproduction or printed example of art from a selected time period, style or culture.

Procedure: The teacher presents the work to students and discusses the work in the context of four components:

1. **Content:** Discuss the artist's choice of subject matter, themes and symbols to answer the question: **What is the piece about?**

2. **Process:** Discuss craft process, skills, techniques and organization. Consider the question: **How was the piece made?**

3. **History:** Discuss when was the piece made, who made the piece and where the artist is (was) from, to answer the question: **What affect did these factors have in influencing the resulting work?**

4. **Culture:** Discuss the purpose or function of the piece and the cultural traditions or significance of the work in relation to the culture, to answer the question: **Why was the piece made?** (decorative, documentary, humor/satire, etc.)

Students should be invited to discuss their own ideas about these components and they are asked to research a work of art or artist to share with the class, using the components: content, structure, history and culture, as a guide. It would not be necessary for the teacher to provide all the answers, but more important for the students to consider the questions above.

Curriculum Connection: Social Studies

Activity 10: "Art as Messenger"

Grades:

1-3	4-5	6-8	9-12
		X	X

***PASS* skills:** A, B, J (6-8); J, K, M (9-12)

Materials: Variety of basic materials such as collage materials, glue, pencils, markers, paint, paper.

Procedure: Teacher discusses popular culture in contemporary America, including art, magazine advertisements, film, television or music video. Discuss the four components: content, process, history, and culture, as well as the use of symbols in visual art and advertising. Ask students to design an art piece (collage, drawing or painting) in which they communicate a message without words. They could study traffic signs or other signs that give information through the use of simple symbols.

Curriculum Connection: Social Studies, Music

Activity 11: "Memories and the Seeing Eye"

Grades:

1-3	4-5	6-8	9-12
		X	X

***PASS* skills:** A (6-8); A, B, E, F (9-12)

Materials: A variety of found objects, natural objects, small toys, costumes, etc., magnifying glasses, drawing paper, pencils.

Procedure: Discuss where artists get their ideas: observation, memory and imagination. Students exercise skills of observation by looking carefully at the objects gathered. They could use a magnifying glass to see more detail. Students should note what they notice about the object and then write a detailed description of the item as if writing for someone who is not looking at it. Next, the students draw the object they have viewed without looking at it. This activity strengthens memory.

Extension: Another related activity could involve remembering and drawing "my favorite toy" or "my favorite celebration". Imagination is strengthened by imagining animals (town, buildings, plants, etc.) These themes might combine different characteristics or make size distortions, as in *Gulliver's Travels* or *Fantastic Voyage*. Students could do drawings of or construct invented machines that serve two seemingly unrelated functions like car phones or electronic maps in cars were at one time. Students first do preliminary or "thumbnail" sketches of their invention, then enlarge.

These sources of ideas, observation, memory and imagination, may be more easily recognized in the art of others after students have had the experience themselves.

Curriculum Connection: Science

Activity 12: "Art Tells the Story"

Grades:

1-3	4-5	6-8	9-12
		X	

***PASS* skills:** A (6-8)

Materials: Illustrated children's literature or reproductions by illustrators of children's books; markers, watercolors, watercolor paper, glue. Optional: small boxes (such as shoe boxes), glue, colored paper and other objects for a diorama.

Procedure: After looking at and discussing the work of several illustrators of children's literature, students listen to, read or write a short story, scene from a play or poem and illustrate it, using some of the strategies used by the illustrators studied. They may use markers and/or watercolors on paper and show what they think the setting might look like. A 3-dimensional miniature could also be made using a shoe box.

Curriculum Connection: Language Arts, Reading

Activity 13: "Elements of Design"

Grades:

1-3	4-5	6-8	9-12
X	X		

***PASS* skills:** A, B, C (1-3); A, B (4-5)

Materials: Basic art materials, posters illustrating the elements of design

Procedure: Basic qualities of line, color, form, shape, texture, value and space (elements of design) are discussed one at a time. The teacher displays photographs from magazines or art prints which **clearly** emphasize **one** element and asks students to make observations such as, "What types of lines do you see? (e.g., straight, curved, zig zag, squiggly). Students make two or three designs using basic art materials showing the element being discussed. Inexpensive materials may be used for these exercises; such as color markers and newsprint to illustrate types of lines, wax crayons to depict light to dark values, and cut construction paper and glue to create different sizes and shapes. Other combinations may be given to students for the opportunity to not only look at the elements, but handle them.

For upper grades:

"Investigating the Elements of Design"

***PASS* skills:** E

Grades:

1-3	4-5	6-8	9-12
		X	

Materials: Basic art materials listed on page 33.

Procedure: The teacher reviews the elements of design (line, color, form, shape, texture, value and space), using photographs or fine art prints which clearly emphasize **one or more** elements for the discussion. Students are asked to make observations such as, "What types of lines and shapes do you see?" Students then create an original design based on finding these elements in the world around them. They select materials to use, either two or three-dimensional, to illustrate a combination of two or more elements.

Activity 14: "Principles of Design"

Grades:

1-3	4-5	6-8	9-12
X	X		

***PASS* skills:** A, C, F (1-3); A, B, E (4-5)

Materials: Basic art materials, posters illustrating the principles of design.

Procedure: The above process is repeated, with the focus on the principles of design. Discuss, for example, how repeating a shape, line or color can create a rhythm. Other principles are balance, contrast, movement, center of interest (emphasis) and repetition. Art materials can be varied to include magazine or torn paper collage.

For upper grades:

"Exploring the Principles of Design"

Grades:

1-3	4-5	6-8	9-12
		X	

***PASS* skills:** D

Materials: Basic art materials listed on page 33.

Procedure: The teacher repeats the previous activity, using the principles of design: rhythm, balance, contrast, movement, center of interest (emphasis) and repetition.

Activity 15: "The Beginning Artist"

Grades:

1-3	4-5	6-8	9-12
X			

***PASS* skills:** A, C

Materials: Basic Art materials (see page 33 and 35)

Procedure: Each of the basic art processes (drawing, painting, sculpting, constructing) could involve multiple assignments and classroom activities. Example: Students could produce numerous drawings using different materials, get ideas from their own experiences, such as "my favorite pet" or "how I play". Students could also do a print using a shape found in a natural object, such as a plant or seashell. Old toys with movable parts make unique subjects for a drawing activity. Use professional-grade colored pencil sticks or colored pencils on black paper for a change. Encourage students to use the entire page for the drawing and provide a range of paper sizes to vary their experience. They then write a paragraph or story describing their art work.

Curriculum Connection: Language Arts

Teacher Tip: Avoid using ditto sheets or patterns such as clip art. Encourage students to use their own ideas and creativity. Art is like any other skill that can be developed over time and with practice.

Activity 16: "A World of Color"

Grades:

1-3	4-5	6-8	9-12
X			

***PASS* skills:** A, D

Materials: Small jars of tempera paint in red, yellow and blue (black and white are optional), paper cups, eye droppers or plastic spoons, watercolor paper, paper towels, newspaper to cover tables.

Procedure: The teacher introduces the concept of color mixing using clear jars of water and food coloring. Students share their observations of what happens when one color is dropped into another. A similar introductory experience may be planned with the use of primary colors (red, yellow, blue) using tempera paint. What happens when a color is added to white? (a tint is the result, such as red to white = pink) What happens when black is added to a color? (a shade is the result, such as black to blue = navy) When two primary colors are mixed together? (secondary colors: yellow + red = orange, blue + red = violet, yellow + blue = green).

Students are then invited to experiment with color mixing on paper by dropping three or four drips of ONLY two primary colors into the fold of a piece of paper, at least 5" x 7". Then they close and press the paper together and smooth over with hands. Open slowly over newspaper and look at the changes in the colors. Students may try this strategy again using two different primary colors or by adding black or white to explore tints and shades. After these mirror prints have dried, students may study them more carefully and with the addition of markers, turn them into another picture or cut out the resulting shape and incorporate it into another work.

NOTE: There are numerous explanations of color theory you may wish to investigate further. Bring in a plastic prism and let students look at the effects of light.

Curriculum Connection: Science

Activity 17: "I Arrange"

Grades:

1-3	4-5	6-8	9-12
X			

***PASS* skills:** C, E

Materials:

Procedure: Composition in visual art involves the arrangement of shapes, colors and lines. Beginning experience in composition may involve taking basic shapes (i.e., circles and squares) or shapes which the students may create and cut out themselves and arranging them on another sheet of paper. Use colored construction paper and try different arrangements on a sheet of paper. They might try various combinations of large and small, over and under, top and bottom, in front and behind. These variations could be combined with other combinations such as using specific colors or doing two or three small designs using construction paper (9 x 12) and glue. Students may then discuss which of their pair they like the best and why.

Activity 18: "I See a World"

Grades:

1-3	4-5	6-8	9-12
	X	X	X

***PASS* skills:** B, G

Materials: Drawing paper, pencils or fine line markers

Procedure: Themes for art work may be drawn from the students' own experience and other topics such as seasonal changes in the weather. They might take a walk around the school grounds looking for fallen leaves, for example. They could then do a series of contour drawings to cover the page with leaves. With each season, they might draw their favorite activity during that type of weather.

Remind students not to worry about "mistakes." This drawing technique can be alternated with gesture drawings which are done very quickly and are a type of visual shorthand.

Teacher Tip: Contour drawing* focuses only on the edge of a shape and with practice, will increase skills of observation and attention to detail.

*"finished" contour drawings include both internal and external edges.

Activity 19: "Art in Nature"

Grades:

1-3	4-5	6-8	9-12
	X		

***PASS* skills:** B

Materials: Illustrations of insects, bug collection, magnifying glasses, construction paper, glue, materials for paper maché. Examples of nature drawings of Albrecht Durer or similar artist.

Procedure: Class discusses insects. List, as a class, the body parts of insects, which could also be studied with actual examples under a magnifying glass, posters or photographs. Use a variety of materials such as construction paper and glue or paper maché to construct a giant imaginary insect.

Curriculum Connection: Science

Activity 20: "Over the Rainbow"

Grades:

1-3	4-5	6-8	9-12
	X	X	

***PASS* skills:** A,B,C,G

Materials: Photographs or reproductions that clearly show distance

Procedure: After looking at photographs or reproductions that clearly show distance, students discuss what they notice that suggests space. How do they know something is far away or close up? They can begin to experiment with simple perspective in still life or landscape drawing using pencil or professional-grade colored pencils to demonstrate a beginning understanding of:

- objects or shapes that overlap (objects placed near the bottom or lower portion of the page or overlapping other objects) appear to be closer to the viewer.
- objects of the same size appear smaller in the distance
- bright colors appear closer, while lighter or grayish colors recede into the distance
- sharp images appear to be closer, while soft-focus images appear to be further away.

Teacher Tip: The teacher should place emphasis on the thinking process of making art versus whether the end product "looks real" or not.

Activity 21: "The Still Life"

Grades:

1-3	4-5	6-8	9-12
	X	X	

***PASS* skills:** A, L

Materials: A variety of small objects, various art materials selected as appropriate for the process chosen.

Procedure: Students select at least three objects that are special to them (e.g., a toy, doll, trinket, baseball glove, etc.), to draw, paint or print images. The objects should be arranged in front of each student, who is then asked to draw the objects separately and then together from several different angles. They might also incorporate the actual objects into a three-dimensional sculpture or memory box assemblage. Shoe boxes could be used and decorated inside and out.

Teacher Tip: Remind students to think about the work upon completion and reflect on how they could improve it and what they learned about the materials they used.

Activity 22: "Simple Perspective"

Grades:

1-3	4-5	6-8	9-12
	X	X	

***PASS* skills:** C, G

Materials: Tempera or acrylic paint, brushes, heavy stock paper (such as watercolor paper) or poster board.

Procedure: After looking at photographs or reproductions that **clearly** show distance, students discuss what they notice that suggests space. How do they know something is far away or close up? They can continue experiences with basic perspective by working on still life or abstract painting using tempera paint and demonstrate an understanding of the following:

- objects or shapes that overlap (objects placed near the bottom or lower portion of the page) or overlapping other objects appear to be closer to the viewer.
- objects of the same size appear smaller in the distance
- bright colors appear closer, while lighter or grayish colors recede into the distance (atmospheric perspective).
- sharp images appear to be closer, while soft-focus images appear to be further away (atmospheric perspective).

Have students explain in discussion or in writing, which of these techniques to show space or distance they used.

Curriculum Connection: Language Arts, Science

Activity 23: "Interplay with Elements and Principle"

Grades:

1-3	4-5	6-8	9-12
		X	

***PASS* skills:** H

Materials:

Procedure: The teacher reviews the elements of design (line, color, form, shape, texture, value and space) as well as the principles of design (rhythm, balance, contrast, movement, center of interest [emphasis] and repetition), using fine art prints for discussion. Students point out any element or principle which seems to have more emphasis. They might consider whether or how changing some particular aspect of the work such as line, color, shapes, etc. would affect the overall work. Students then write a paragraph which describes any three elements of design and how they are reflected in one of his/her own works of art. They should include discussion on how changing any of these elements would strengthen or detract from the composition.

Curriculum Connection: Language Arts

Activity 24: "Building Creative Thinking"

Grades:

1-3	4-5	6-8	9-12
		x	x

***PASS* skills:** A, B, C (6-8; J, K, L (9-12)

Materials:

Procedure: Original art work should be produced by the student from observation, memory and imagination, using both two- and three-dimensional processes. They should try variations on one theme using a variety of materials and include working notes for inclusion in their portfolio. Subject matter from direct observation (not from photographs) should include portraits, still life and nature, such as landscapes. Other subject ideas might include compositions with exaggeration of light and shadow, reflection, transparency, or other points of view (bird's eye view, for example) or natural phenomena.

Teacher Tip: Students should have more than one experience with any material or technique to build their confidence in the creative process.

Pass out precut windows. Explore compositions.

Activity 25: "Art In History"

Grades:

1-3	4-5	6-8	9-12
			x

***PASS* skills:** A, B, D, E

Materials: Basic art materials listed on page 33.

Procedure: After studying the underlying concepts or ideas behind major art movements or styles, students select one and base an original work of art on one or more of the same concepts. Select from the traditions of ancient Greece, Rome or Egypt, Renaissance, Impressionist, Post-Impressionist, Cubist or Abstract. Students should include a written explanation of the concept and how those ideas were incorporated in the new artwork.

Curriculum Connection: Social Studies, Language Arts

To broaden the discussion:

These terms are often used to clarify the work within these movements.

Abstract
Nonobjective
Naturalistic
Realistic

Activity 26: "Culture and the Arts"

Grades:

1-3	4-5	6-8	9-12
			x

***PASS* skills:** A, D, M

Materials: Reference books or access to electronic reference materials, basic art materials listed on page 33.

Procedure: Have students research and document social, economic and political conditions in a selected part of the world that existed during the beginnings of modern art (circa 1860s forward). Areas of concern include political climate, scientific and technological innovations, and theories of reality. Students break into small groups or teams and explore these conditions, as well as the effect on the role of the artist in society (include writers, poets, composers and dancers). They next choose a style or movement from this period and develop a sculpture, painting or collage that incorporates the visual theories of that time.

Curriculum Connection: Social Studies, Music

Extension: Students write a paragraph about how a theme or idea in contemporary culture may influence art in the next century. Consider how these might be reflected in other art forms, as well as in advertising, television and film. Each student creates an original art work, using the selected theme which illustrates the perspective chosen.

Activity 27: "Artist Studio":

Grades:

1-3	4-5	6-8	9-12
			x

***PASS* skills:** J, K, L

Materials: Basic art materials listed on page 33.

Procedure: Students organize a portfolio of their own original artwork, including sketches, first drafts of drawings, prints or paintings and notes on their personal observations about the development of the work in progress. They should include comments on each medium used and what they learned about each technique or process. Appropriate care of finished art work should be presented by the teacher or guest presenter from a museum or frame shop.

Teacher Tip: The teacher may help those students who indicate particular interest to investigate portfolio requirements for entrance into art schools or art competitions such as Young Talent in Oklahoma or Scholastic Art Contest.

MORE TEACHER TIPS

Instruction in visual art is more meaningful when:

1. Art is interrelated to other curricular areas, and is recognized as an academic CORE area.
2. Emphasis is placed on the process rather than the product. Contests and competition are not the primary motivation for arts instruction.
3. Respect for and enjoyment of the arts as an important part of everyday life and as a means of personal expression are encouraged.
4. Originality is expected; the use of patterns, photocopies or commercially produced molds is discouraged.
5. The use of seasonal craft projects is minimized.
6. Open-ended, hands-on projects are regularly planned.
7. Creativity and experimentation in making art is encouraged; "look-alike" work is discouraged.
8. A variety of tools and equipment is made available for student use.
9. Students are taught the appropriate care and use of art materials and a variety of art media are explored.
10. Techniques are demonstrated and modeled by the teacher, peers and professional artists.
11. Adequate classroom space is provided for the purpose of visual art instruction.
12. Outside arts resources such as professional artists, patrons, arts organizations, museums, galleries and businesses are involved in planning and implementation.
13. Looking at original art work, as opposed to looking solely at reproductions, is planned.
14. Positive reinforcement for the best effort of ALL students is generously given.
15. Teacher expectations of students are clearly stated.
16. Respect for the artwork of others is encouraged.
17. Dialogue between schools and school districts occurs as well as among staff and consultants within the building or district.
18. A variety of styles, traditions and historical periods of art are explored, including the art of other nations or cultures.
19. A variety of learning styles are addressed and a variety of teaching strategies are incorporated.
20. A variety of assessment methods, including portfolio and self-evaluation, are utilized.
21. Students are allowed time to think about their work and are encouraged to consider ways to improve upon previous effort.
22. Class-size mandates are observed in visual art classes as in other core curriculum areas.

Visual Art Glossary

This is a listing of basic terms and is not in any way intended to be comprehensive. For additional terms or directions for specific art processes, a bibliography is included.

acrylic paint - a nontoxic, water-based pigment available in tubes or jars and may be washed out of brushes.

architecture - the art form of designing and planning the building of structures such as homes, churches, bridges, shopping centers, office buildings, schools, etc. Common to all cultures throughout history.

background - part of the picture plane that seems furthest from the viewer. Usually in the upper portion of the image.

collage - twentieth-century technique of making art in which various materials, such as paper, photographs, fabric, string, etc., are pasted on a flat surface.

composition - arrangement of objects, shapes, colors in a work of art.

contour - outline or outside edge of shapes. The line that defines something in a drawing, painting or other work of art.

content - message or theme the artist is trying to communicate in a particular work of art.

design - organization, plan or arrangement of a work of art.

drawing - the art of representing objects, ideas, etc. on a surface using pencil, crayon, marker, pen or other marking material to make lines or values usually on a flat surface.

elements of design - Includes: line, shape, color, texture, value (light and dark) form and space.

foreground - part of the picture plane that seems closest to the viewer, usually in the lower portion of the image.

foreshortening - A way of drawing or painting an object or person so that it seems to go back in space. Prominently used during the Renaissance.

landscape - a painting, drawing, photograph or other work of art which shows natural or outdoor scenes.

medium - material used by an artist to produce a work of art. May also refer to the liquid mixed with pigment to make paint.

middleground - area of a picture between foreground and background.

mixed media - any artwork which uses more than one medium or technique in combination.

mosaic - a work of art made of small pieces of stone, glass, tile, wood or paper of different colors glued in place to form a picture or design.

original - art work not copied or imitated from the work of someone else.

paper maché - modeling material made of mashed newspaper and liquid paste.

perspective - system for giving the illusion of three-dimensional space on a two-dimensional surface.

picture plane - surface of a painting or drawing.

primary colors - the basic colors of red, yellow and blue from which it is possible to mix all other colors on the color wheel.

portrait - Image of a person's face.

principles of design - refers to the different ways the elements of design may be used in works of art. Includes balance, rhythm, center of interest, contrast, pattern, movement and unity.

print, printmaking - the art process used to produce an impression from one surface to another and may be repeated one or more times to produce identical images. Several basic printing processes used in the classroom include stencil, block and monoprint.

sculpture - a three-dimensional work of art which may be carved, modeled, constructed or cast.

secondary colors - the three colors obtained by mixing equal parts of two primary colors: red - yellow = orange; red + blue = violet; blue + yellow = green).

shade - dark value of a color made by adding black to it. Opposite of a tint.

still life - a painting, drawing, photograph or other work of art which shows an arrangement of inanimate objects.

style - an artist's or group of artists' characteristic way of making art or expression, often typical of a cultural group or time period.

subject - the main idea communicated or focused on in a work of art.

symbol - visual image that stands for or represents something else.

rubbing - technique of transferring textural qualities of a surface to paper by placing the paper over the surface and repeatedly rubbing over the top of the paper with crayon or pencil until the image is clearly visible on the paper.

technique - any method of working with art materials.

three-dimensional - having three qualities including depth, height and breadth, as in a sculpture, for example.

tint - light value of a color made by mixing the color with white.

two-dimensional - flat. Having only two qualities of height and breadth, as in a drawing or painting, for example.

Major styles of visual art, listed in the *Priority Academic Student Skills:*

ANCIENT ART - Prehistoric to approximately A.D. 330 (artifacts listed are a few of the noted contributions of these ancient cultures).

Egyptian - including the Pyramids, Sphinx, hieroglyphics, columns and wall paintings.

Greek - including architecture, pottery/vase decoration, sculpture.

Roman - including panel paintings, portrait sculpture and mosaics.

RENAISSANCE - A revival or rebirth. An art movement during the 14th and 15th century, during which time, advances in painting were made, including perspective and foreshortening. Noted artists of the time include Leonardo Da Vinci, Michelangelo, Raphael.

IMPRESSIONISM- A style of painting started in France in the 1860s. This style of art emphasized the effect of sunlight on objects and used small dabs of paint that are blended in the viewer's eyes to imitate reflected light. Noted artists include Edgar Degas, Pierre Auguste Renoir, Mary Cassatt and Claude Monet.

POST-IMPRESSIONISM - A French art movement that immediately followed Impressionism, in the 1880s and 1890s. Artists emphasized light, shadow and color and added dimensions of psychological depth and emotional involvement in their art. Noted artists included Paul Cezanne, Vincent van Gogh and Paul Gauguin.

CUBISM - A twentieth-century art movement begun in the 1900s, in which subject matter is broken up or separated into cubes and other geometric shapes. These artists rejected the use of proportion and emphasized the flatness of the painted subject and subjects are sometimes shown from several viewpoints at the same time. Noted artists include Pablo Picasso and Georges Braque.

ABSTRACT ART - A twentieth-century art movement which is nonrepresentational and in which the elements and principles of design may be stressed or shapes of real objects may be simplified or distorted. Noted artists include Piet Mondrian, Wassily Kandinsky and Jackson Pollack.

Note: There are many other artists and styles of art and the classroom teacher or visual art specialist is encouraged to expand on those listed above.

*Elements of Art**

The elements and principles of art may be considered the basic language of visual art. Understanding these concepts will provide a basic art vocabulary and ideas by which works of art can begin to be analyzed. They may be the focus of individual lessons or used as the theme for creating original works of art.

Line - The path of a moving point. A line may define the edge of a shape; repeated, it can create texture or value. It may be thick or thin, smooth or rough, short or long, light or dark.

*also referred to as the elements of design

Value - The degree of dark or light tones or colors. A value scale shows the gradual changing of a tone from the darkest to the lightest or white. Value may be created by simple shading, hatch marks (small repeated lines in the same direction) or crosshatching.

Texture - The surface quality or feel of an object. Texture may be actual (rough or smooth) or implied visually.

Shape - A two-dimensional area defined by an outline or change in color. Examples of types of geometric shapes include circle, square, rectangle, triangle or oval. Other shapes may be free-form such as natural objects (i.e., leaves, flowers, clouds) or invented free-form shapes that might be created by doodling.

Form - A three-dimensional object with the qualities of length, width and depth. Examples of geometric forms include a cone, cube, sphere or cylinder.

Space - Area within, around, between, above or below objects and shapes. Space or distance may be suggested in visual art by using perspective or other strategies such as placement of objects on the picture plane, overlapping of shapes or objects closer to the viewer are made to appear to have more vibrant color and detail than objects further away. Variation of size or value and the use of converging lines are also used to suggest space.

Color - Hue (name of the color), value (how light a color is) and intensity (amount of brightness) produced through the reflection of light to the eye. Primary colors are the three colors from which all other colors may be made: red, yellow, blue. Secondary colors are the result of mixing any two primary colors: orange, green and purple.

*Principles of Art**

Balance - The arrangement of the elements of art in a composition. Basic types of balance are symmetrical (mirror image), asymmetrical and radial (from a center point).

Rhythm - Regular repetition of lines, colors, shapes or pattern.

Movement - Use of lines, shapes or colors to lead the eye of the viewer from one direction to another.

Center of Interest - The accent or important area used to attract the viewers attention; i.e., emphasis.

Contrast - Significant degrees of difference between lines, colors, shapes, values or textures. Pale yellow against charcoal black has a greater degree of contrast than yellow against white, for example.

Variety - assortment of lines, shapes, colors, textures and forms to create interest.

Repetition - repeated use of an element such as color, shape or line within a work of art. Repetition creates pattern, which may be found in manufactured or natural objects.

*also referred to as principles of design

CURRICULUM INTEGRATION INFORMATION

Other core curriculum areas may be explored or reinforced through the arts. Concepts in the arts may sometimes be more clearly understood when also discussed in other curriculum areas. Teachers may wish to identify those competencies that cross several curriculum areas and begin to develop interdisciplinary lessons or thematic units. Classroom instruction should be planned to enable the arts to be addressed, not as an add-on activity, but as a serious area of study with a generous amount of quality hands-on arts experiences. There are numerous concepts which might enable curriculum integration to occur in the *Priority Academic Student Skills* such as:

Science - classification, sound, light, shadow, reflection, change, contrast, variation, texture, color, illusion.

Math - shape, angles, form, pattern, repetition, progression, measurement, balance, scale, distance, weight.

Language Arts - reading, writing, sequencing, metaphor, simile, story illustration, storytelling, song writing.

Social Studies - cultures, climate, history, countries, customs, costumes, traditions, celebrations.

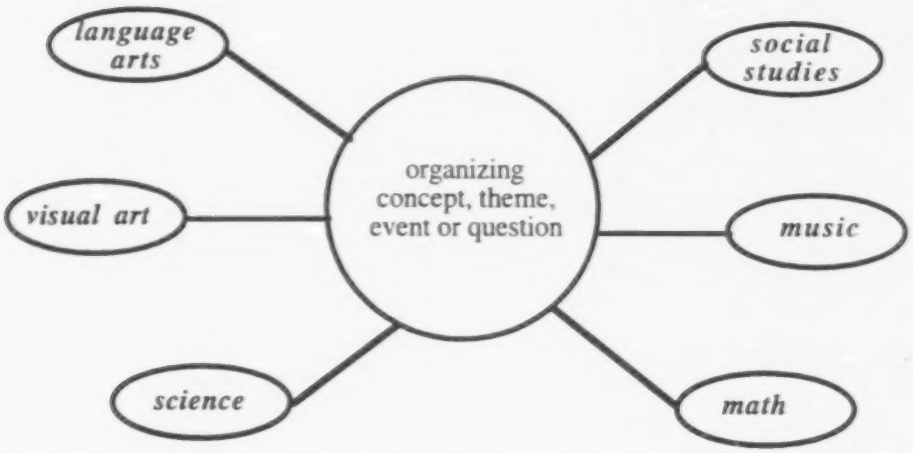
Languages - nonverbal communication, symbol systems as in writing, musical notation, mime, dramatization.

Students could investigate math through visual art or architecture. They might build replicas of buildings using skills in measurement, scale and proportion. Natural phenomena in the environment may be examined through sound, music or movement. Themes derived from this approach lend themselves to the development of a variety of skills and knowledge in other core areas and may be enhanced by the involvement of artists and other community arts resources. Students may be involved in research, writing, analyzing and responding to their observations while strengthening their skills in the arts.

Other suggestions to help begin the process of integration include the following beginning points. While presenting any of these ideas or events, corresponding art and music can be easily introduced.

- Historical period or era
- Noted event
- Geographic location, region, continent
- Culture, ethnic group or nationality
- Great work of art, artifact, author, composer or artist
- Theme, issue or essential question
- Skill or craft of the discipline area

INTEGRATED CURRICULUM PLANNING



Consider how each of the core curriculum areas help students understand the organizing center. Make sure that art and music skills or knowledge are being addressed and not trivialized. DO consider how and why artists and musicians of the time (culture or nationality) created in the way they did. Do NOT simply have students imitate a craft project or color a work sheet. Coloring book ditto sheets do not teach children how to use thinking skills in art. Study the techniques and materials or use of natural resources in creating works of art and musical instruments.

A Patriotic Mini Lesson

"The Four Freedoms" - An Integrated Social Studies and Arts Lesson

Posters of these four original paintings by Norman Rockwell, a well-known American artist, are the basis for exploring themes related to our democracy. The theme of each poster is discussed and the work of art is analyzed by considering how the theme is communicated using such ideas as arrangement of subjects, use of contrast, texture, lighting, etc. The posters are available through

Social Studies School Service
10200 Jefferson Boulevard
Culver City, OR 90232
1-800-421-4246

Patriotic music from the World War II era can also be part of the lesson through listening activities or exploring lyrics and leaning to sing the songs.

Curriculum Connection: Social Studies, Language Arts, Visual Art and Music
Appropriate for all grades

BEST COPY AVAILABLE

RESOURCES

Visual Art

Books

Brommer, Gerald. *Discovering Art History*, Davis Publishing Company, Inc., 1988.

Chapman, Laura. *A World of Images*, Davis Publishing Company, Inc., 1992.

Cole, Alison. *Eyewitness Art: Color*, London-New York-Stuttgart in Association with the National Gallery of Art, Washington, D.C., 1993.

Edwards, Betty. *Drawing on the Artist Within*, Simon and Shuster, ISBN 0-67163-514X.

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Videos, Laser Disc, CD ROM, Slide Sets

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Great Cities of the Ancient World, set of three videos on the art and architecture of Greek, Rome and Egypt, available through Sax Arts and Crafts, P.O. Box 510710, New Berlin, WI 53151, or call, 1-800-558-6696.

Land and Landscape: Views of America's History and Culture, from the National Museum of American Art, video, slides, book, available through Crystal Productions, Box 2159, Glenview, IL 60025, or call 1-800-255-8629.

Latino Art and Culture in the United States from the National Museum of American Art, video, prints, slides, book, available through Crystal Productions, Box 2159, Glenview, IL 60025 or call 1-800-255-8629.

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With Open Eyes: Images from the Art Institute of Chicago, laser disc/CD-ROM.

Reproductions, Posters, Curriculum Materials

Art Image Publications
P.O. Box 568
Champlain, N.Y. 12919
1-800-361-2598.

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The Getty Education Institute for the Arts
1200 Getty Center Drive, Suite 600
Los Angeles, CA 90049-1683
1-800-223-3431

Reading & O'Reilly, Wilton Programs
2 Kensett Avenue
P.O. Box 302
Wilton, CT 06897
1-800-458-4274

Shorewood Fine Art Reproductions
P.O. Box 1469
Greenwich, CT 06836-1469
1-800-494-3824.

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Music

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Teaching Music with a Multicultural Approach, book and 4 video series, available through Clearvue/eav, 1-800-253-2788, ISBN 0-940796-96-0.

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Videos, Laser Discs, CD ROMS, Tapes

Classical Music for Dummies, CD series, EMI Classics, for information call or write Music Educators National Conference, 1806 Robert Fulton Drive, Reston, VA 22091, (703) 860-4000.

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200 Years of Music in America, CD or cassette and book, available through Educational Record Center, 3233 Burnt Mill Drive, Suite 100, Wilmington, NC 28403-2655, 1-800-438-1637.

Posters, Curriculum Materials

Meet the Instruments video, poster series and study guides of instruments, available through Educational Record Center, 3233 Burnt Mill Drive, Suite 100, Wilmington, NC 28403-2698, 1-800-438-1637.

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Catalogs for Additional Art and Music Resources

Chaselle Arts & Crafts
9645 Gerwig Lane
Columbia, MD 21046-9899

Clearvue/eav (Music/Art)
6465 N. Avondale Ave
Chicago, IL 60631-1996
1-800-Clearvu

Crizmac Art and Cultural Materials
P.O. Box 65928
Tucson, AZ 85728-5928

Crystal Productions
Box 2159
Glenview, IL 60025-6159
1-800-255-8629

Davis Publications, Inc.
50 Portland Street
P.O. Box 15015
Worcester, MA 01615-9959

Dick Blick
P.O. Box 1267
Galesburg, IL 61402-1267

Educational Record Center
3233 Burnt Mill Drive, Suite 100
Wilmington, NC 28403-2655
1-800-438-1637

Films for the Humanities & Sciences
P.O. Box 2053
Princeton, NJ 08543-2053
1-800-257-5126
custserv@films.com

Getty Center for Education in the Arts
401 Wilshire Boulevard, Suite 950
Santa Monica, California 90401-1455

GPN Art & Music Video Catalog
P.O. Box 80660
Lincoln, NE 68501-0669

MMB Music, Inc.
Contemporary Arts Building
3526 Washington Avenue
St. Louis, MO 63103-1019
1-800-543-3771

Music Educators National Conference
1806 Robert Fulton Drive
Reston, VA 22091

Music in Motion
P.O. Box 833814
Richardson, TX 75083-3814
1-800-445-0649

Music Treasures Co.
P.O. Box 9138
Richmond, VA 23227-0138
1-800-798-8613

Nasco
901 Janesville Ave.
Ft. Atkinson, WI 53538-0901
1-800-558-9595
ATTN: Catalog Request

National Art Education Association
1916 Association Drive
Reston, VA 22091-1590

Reading & O'Reilly, Wilton Programs
2 Kensett Avenue
P.O. Box 302
Wilton, CT 06897
1-800-458-4274

SAX Arts & Crafts
P.O. Box 51710
New Berlin, WI 53151
1-800-558-6696

Triarco Arts and Crafts, Inc.
14650 28th Ave. North
Plymouth, MN 55447
1-800-328-3360

Additional Sample Lessons

Web Sites for The Arts

Museums

Metropolitan Museum of Art
www.metmuseum.org

Minneapolis Institute of Arts
www.artsMIA.org

Museum of Modern Art
http://www.moma.org

On-line Virtual Tours
www.dreamscape.com

Smithsonian Institute
www.si.edu

Music

American Music Conference
amc-music.com/amcfr.htm

Classical Net
http://www.classical.net

Harmonic Vision Music Software
www.harmonicvision.com

Music Educators National Conference
www.menc.org

Oklahoma Arts Resources

Harwelden Institute
www.webtek.com/tulsaarts/harinsti.htm

Integrated Web-based course by Dr. Roger Rideout, University of Oklahoma
http://www.ou.edu/finearts/music/prideout/arthome.htm

Oklahoma Arts Council
http://www.oklaosf.state.ok.us/~arts

Oklahoma Arts Institute
http://www.okartinst.org

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Professional

National Art Education Association
http://www.naea-reston.org

Teacher Resources

The Accelerated Learning Laboratory
http://nis.accel.worc.k12.ma.us

Getty Education Institute for the Arts
artsednet.getty.edu

Kennedy Center for the Performing Arts
http://kennedy-center.org

Lincoln Center Institute
www.lincolncenter.org/institut/index.htm

National Assembly of State Arts Agencies
http://www.nasaa-arts.org

North Texas Institute for Educators on theVisual Arts
http://www.art.unt.edu/ntieva/

WGBH Radio Boston, Teacher Center
http://boston.com/wgbh/learn

THE ARTS

OVERVIEW

Since 1990 The Arts have been part of core curriculum in Oklahoma. The *Priority Academic Student Skills (PASS)* in The Arts is a basic curriculum framework. The Arts standard at each level will involve students in:

General Music	**Visual Art**
participating in music	making art
listening/describing music	looking at art
creating music	analyzing works of art

A balance of these activities will provide a basic understanding of The Arts and can add to a student's understanding of the creative thinking and problem-solving processes. Consequently, it is necessary to teach and assess all the competencies at each grade level.

"In classrooms across the nation, experience has repeatedly demonstrated that when arts are taught in a comprehensive program, they are also a medium for developing cognitive skills that carry over into other areas. These include the abilities to see clearly, analyze, reflect, make judgments, and link information from diverse sources to generate new ideas . . . These are the same qualities embodied in the broader goals of educational reform, and they are exactly the attributes that children will need to succeed in the twenty-first century." (Excerpt from the Getty Education Institute for the Arts publication.)

NOTE: Asterisks (*) have been used to identify skills that must be assessed by the local school district. All other skills may be assessed by the Oklahoma School Testing Program (OSTP).

VISUAL ART
Grades 1 - 3

The student will:

A. Begin to develop an art vocabulary.

B. Name and describe basic qualities of **line**, **color**, **form**, **shape**, **texture**, **value** (light and dark) and **space** (elements of design).

C. Use a variety of subjects, basic materials (media) and **techniques** in making original art including **drawing**, **painting**, designing, **sculpting**, constructing, weaving and **printmaking**.

D. Experiment in color mixing with various **materials** (**media**).

E. Demonstrate beginning skills of **composition** (arrangement) in his/her own art work, including variation of size and shape, color and contrast, space arrangement and texture.

F. Discuss the **principles of design**: **rhythm**, **balance**, **contrast**, **movement**, **center of interest** (emphasis) and **repetition**.

G. Identify several art methods such as **drawing**, **painting**, **weaving**, **sculpture**, **printmaking**, and **pottery**.

H. Identify other art forms such as music, dance, and drama.

I. Describe similarities and differences in works of art produced in various times and places.

GENERAL MUSIC
Grades 1 - 3

The student will:

*A. Participate in music through singing and/or playing instruments.

*B. Sing using an acceptable tone with appropriate musical expression.

*C. Sing a variety of folk, ethnic, classical, and contemporary songs.

D. Respond to the **beat** or **rhythm** in music by clapping, walking, running, skipping, playing classroom instruments, or chanting.

E. Play simple **pitch** patterns (tones) on instruments, such as bells or xylophones.

F. Play simple **rhythmic** patterns on classroom percussion instruments to accompany songs and rhythm activities.

G. Recognize basic **rhythm** patterns by using rhythm syllables.

H. Begin to recognize the basic features of familiar and unfamiliar songs (example: types of sounds, softs and louds, fast and slow, melodic direction).

I. Practice proper **concert** behavior appropriate for the performance.

J. Respond to unfinished short **melodic** patterns using voice or classroom instruments.

K. Recognize the difference between long and short sounds, repeated and contrasting phrases, slow and fast tempos, simple meters, major and minor, loud and soft sounds, and high and low pitches.

L. While listening to a musical piece, use directional hand movements to follow the melodic contour (sound or progression of single tones).

M. Recognize the tone quality of basic wind, string and percussion instruments.

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VISUAL ART
Grades 4 - 5

The student will:

A. Expand a basic art vocabulary through experience in making, discussing, and looking at works of art.

B. Use a variety of subjects, sources for ideas, **materials** (**media**), and **techniques** in making **original** art including observation, memory and imagination.

C. Demonstrate the use of simple **perspective** (showing depth on a flat surface).

D. Describe works of art with respect to the material and process used to create them.

E. Describe and use the **principles of design**: **rhythm**, **balance**, **contrast**, **movement**, **variety**, **center of interest** (emphasis), and repetition in works of art.

F. Describe and use the **elements of design**: **line**, **color**, **form**, **shape**, **texture**, **value** (light and dark), and **space** in works of art.

G. Discuss observations of visual and expressive features seen in the environment (such as colors, textures, shapes, etc.).

H. Recognize similarities and differences between visual art and other art forms, such as music, dance, and drama.

I. Identify purposes of visual art in history and culture.

J. Demonstrate a growing awareness of several fields of art such as **painting**, **sculpture**, photography, commercial art, **architecture**, and fiber arts.

K. Identify uses of the visual arts in today's world including the popular media of advertising, television, and film.

*L. Visit displays of original artwork in the community.

GENERAL MUSIC
Grades 4 - 5

The student will:

*A. Participate in music through singing and/or playing instruments.

B. Sing or play musical pieces, reflecting an understanding of **tonal** and **rhythmic** elements.

C. Perform basic **tonal** patterns and **rhythm** patterns on classroom instruments.

D. Conduct songs in simple **meter**.

*E. Sing or play a variety of folk, ethnic, classical, and contemporary musical pieces.

F. Recognize basic **notational** (written representation of music) symbols.

G. Continue the use of a system for counting **beat** and **rhythm** (e.g., rhythm syllables, body movement).

H. Demonstrate growth in the ability to sing or play music from **notation** (written representation of music).

I. Demonstrate proper **concert** behavior appropriate for the performance.

J. Experiment with variations in and demonstrate understanding of **tempo** (speed), **timbre** (sound quality), **dynamics** (degree of loudness), and **phrasing** for expressive purposes.

K. Use traditional and nontraditional sound sources, including electronic, to compose simple musical pieces.

L. Listen to and demonstrate an understanding of **rhythm** by responding physically or with the use of rhythm instruments.

M. Notate (written representation of music) simple **pitch** and **rhythm** patterns presented aurally (listening).

N. Listen to and describe music from a variety of **styles**, **periods** and cultures including European, Native American, African American, Hispanic, and Asian.

O. Use correct terminology to discuss the elements of music (**pitch**, **dynamics**, **texture**, **rhythm**, and **form**).

P. Recognize and identify by listening, instrumental ensembles (e.g., orchestra, jazz band), orchestral instruments, and **classification of voice** (e.g., soprano, alto, tenor, bass, etc.).

VISUAL ART
Grades 6 - 8

The student will:

A. Express individual ideas while making original art, using a variety of art materials (**media**) from observation, memory, and imagination.

B. Develop and recognize skills and **techniques** using a wide variety of **art media**, tools, and processes in making **two- and three-dimensional** works of art.

C. Depict **three-dimensional** qualities by overlapping **planes**, vertical position, size and color intensity in **original** art work.

D. Begin to analyze the **principles of design**: **rhythm**, **balance**, **contrast**, **movement**, **variety**, **center of interest**, **repetition** in his/her own work, and the works of others.

E. Begin to analyze the relationship of the **elements of design**: **line**, **color**, **form**, **value** (light and dark), **shape**, **texture**, **space** in his/her own work, and the works of others.

F. Compare works which are similar in expressive quality, **composition**, and **style**.

G. Discuss works of art of different types, **media**, and **styles** and begin to justify choices beyond statements of mere preference.

H. Recognize and describe the cultural and ethnic traditions which have influenced the visual arts including European, American, Native American, African American, Hispanic, and Asian traditions.

I. Explain the purpose of art and artists in history, culture and in the local community.

J. Identify the variety of art forms used in business and industry, including advertising, television, and film.

K. Discuss the relationship that exists between visual art and other art forms such as music, dance, and drama.

L. Assess and adjust his/her own art work in progress based on an understanding of **art materials** and **techniques**.

GENERAL MUSIC
Grades 6 - 8

The student will:

*A. Participate in music through singing and/or playing instruments.

*B. Sing with an acceptable tone quality throughout his/her singing ranges or play an instrument with an acceptable tone quality throughout an appropriate range.

*C. Sing or play a variety of folk, ethnic, classical, and contemporary musical pieces.

D. Perform simple **melodies** in **treble or bass clef** (e.g., folk songs, patriotic songs).

E. Use standard **notation** (written representation of music including **pitch**, **form**, **rhythm**, articulation, and **dynamics**) as a guide to listening, singing, or playing music.

F. Demonstrate proper **concert** behavior appropriate for the performance.

*G. Compose simple music using traditional and/or nontraditional sound sources, including electronic.

H. Experiment with and demonstrate understanding of variations in **tempo** (speed), **timbre** (sound quality), **dynamics** (degree of loudness), and **phrasing** for expressive purposes.

I. **Notate** short **melodies** (both **pitch** and **rhythm**) presented **aurally** (while listening).

J. Discuss music in terms of musical elements: **melody**, **harmony**, **pitch**, **dynamics**, **rhythm**, **texture**, and **form**.

K. Identify music representing a variety of **styles**, **periods** and cultures including European, Native American, African American, Hispanic, and Asian.

VISUAL ART
Grades 9 - 12

The student will:

A. Explain the relationship between a work of art, culture, and history.

B. Describe the basic ideas underlying several major **art movements** or historical periods including: Ancient (Greek, Roman and Egyptian); Renaissance; Impressionism and Post-Impressionism; Cubism and Abstraction.

C. Analyze works of art beyond statements of mere preference, in both verbal and written form using appropriate art vocabulary.

D. Analyze the relationships that exist between visual art and other disciplines of the arts such as drama, music, and dance.

E. Compare cultural and ethnic art forms throughout the world which have influenced the visual arts including European, American, Native American, African American, Hispanic, and Asian traditions.

F. Describe exhibitions of **original** works of art seen in the community.

G. Identify major national and world collections of art including the National Cowboy Hall of Fame in Oklahoma City, the National Gallery of Art in Washington, D.C., and the Louvre in Paris, France.

H. Analyze the interrelationship of the **elements** (**line**, **color**, **form**, **shape**, **texture**, **value**, and **space**) and **principles of design** (**rhythm**, **balance**, **contrast**, **movement**, **variety**, **emphasis**, **repetition**, and **unity**) in his/her own work and the art work of others.

I. Differentiate between art criticism and art reviews, recognizing that criticism is positive as well as negative in its evaluation of a work of art.

J. Create original works of art with a variety of **art media** from observation, memory and imagination both **two- and three-dimensional**.

*K. Prepare a portfolio (collection) of his/her original art work.

L. Assess and adjust his/her own art work in progress based on an understanding of art materials and **techniques**.

M. Identify the variety of art forms used in business and industry, including advertising, television, and film.

GENERAL MUSIC
Grades 9 - 12

The student will:

*A. Participate in music through listening, singing, and/or playing instruments.

B. Demonstrate a knowledge of a variety of folk, ethnic, classical, and contemporary music.

C. Demonstrate proper **concert** behavior appropriate for the performance.

D. Visually and **aurally** (by listening) identify a variety of electronic and acoustic instruments.

E. Use standard **notation** (written representation of music) as a guide to listening, singing or playing music.

F. Use an appropriate vocabulary of musical terms (e.g., **melody**, **harmony**, **pitch**, **rhythm**, **texture**, **form**, **dynamics**) to analyze and discuss music performed and heard.

G. Identify music representing a variety of **styles**, **periods**, **genres**, and cultures when presented with aural (by listening) examples including **classical** and **contemporary music**.

H. Compare and contrast music from a variety of **styles**, **periods**, genres, and cultures including European, Native American, African American, Hispanic, and Asian.

*I. Create simple music using traditional or nontraditional sound sources.

J. Experiment with and demonstrate understanding of variations in **tempo** (speed), **timbre** (sound quality), **dynamics** (degree of loudness), and **phrasing** for expressive purposes.

K. Use appropriate musical terminology to assess his/her own musical performances and progress.

L. Be able to name and recognize the **vocal classification**: soprano, alto, tenor, bass.

MUSIC GLOSSARY

This is a listing of basic terms in music and is not in any way intended to be comprehensive.

acoustic instruments - traditional musical instruments which produce sound and amplify it by natural means (piano, guitar, trumpet, etc.), as opposed to instruments which produce and amplify sound electronically (synthesizers, sound modules, etc.).

acoustics - the science of sound generation.

alto - the lowest female voice.

andante (ahn-DAHN-tay) - a walking pace, flowing (tempo).

aural - relating to the sense of hearing, listening.

ballad - a narrative song.

bar - a vertical line dividing measures on the staff.

bass - the lowest male singing voice.

bass clef - symbol placed on the five-line staff in traditional notation that tells you that the fourth line of the staff is the note F.

beat - the consistent pulse that occurs throughout a rhyme, song or recorded musical selection.

body percussion - sounds produced by the use of the body, i.e, clap, snap, slap, tap, stamp, stomp, whistle, etc.

call and response - a song style that follows a simple question and answer pattern in which a soloist leads and a group responds.

chord - three or more different tones played or sung at the same time.

chorus - the repetitive part of a song that occurs between the verses; also a large group of singers.

classroom instruments - instruments typically used in the general music classroom, including, for example: recorder-type instruments, autoharp, mallet instruments, simple percussion, keyboard, and electronic instruments.

clef - symbol placed at the beginning of the staff to indicate the pitch of the notes on the staff.

composer - a person who writes music.

composition - the completed arrangement of music.

concert - a musical performance for an audience, requiring the cooperation of several musicians.

conductor - director of an orchestra or chorus.

crescendo (kre-SHEN-do) - gradually louder (dynamic).

cue - a signal given by the director of a performing group to begin either at the beginning of the music or after they have concluded a section at rest.

decrescendo (DEH-cre-shen-do) - gradually softer (dynamic).

dynamics - varying degrees of loud and soft (pianissimo, piano, mezzo piano, mezzo forte, forte, fortissimo, sforzando).

duration - how long a sound lasts.

elements of music -

pitch - the highness or lowness of a particular note.
rhythm - beats per measure.
harmony - two or more tones sounding together.
dynamics - varying degrees of loud and soft.
timbre - quality of sound.
texture - number of sounds occurring simultaneously.
form - the organization of a musical composition.
tempo - speed or pace of music.
melody - a succession or pattern of musical tones or pitches.

flat - *b* - a symbol which lowers the pitch of a note one-half step.

folk music - music of a particular people, nation or region, originally transmitted orally, sometimes as a rhythmic accompaniment to manual work or to mark a specific ritual.

form - the organization of a musical composition according to its sections of repetition, contrast, variation or development.

forte- *f* - loud (dynamic).

fortissimo - *ff* - very loud (dynamic).

genres - a category of musical composition, such as symphony, opera, string quartet, cantata, concerto, etc.

harmony - two or more tones sounding together.

instrument groupings or instrument families - classification of instruments by the way or material by which sound is made (i.e. strings, brass, percussion, wind).

interval - the distance between two tones.

key signature - the sharps and flats placed at the beginning of a composition or line of music denoting the scale on which the music is based

measure - a group of beats in written music, set off by vertical lines; the notes and rests comprised between two vertical bar lines.

melody - a succession or pattern of musical tones or pitches. Arranging these pitches creates a specific tonal and rhythmic succession of sounds that makes each piece recognizable and expresses a musical idea or tune.

meter - the grouping of accented and unaccented beats in a pattern of two (ONE, two, ONE, two) or three (ONE, two, three, ONE, two, three) or combinations of two and three, which gives internal organization, consistency and flow to the music.

meter signature - an indication at the beginning of a musical work, usually presented in the form of a fraction, the lower of which indicates the unit of measurement and the upper number of which indicates the number of units that make up a measure (see also "time signature").

mezzo forte - ***mf*** - medium loud (dynamic).

mezzo piano - ***mp*** - medium soft (dynamic).

MIDI - an acronym for Musical Instrument Digital Interface. Standard specifications that enable electronic instruments to communicate with one another and with computers.

movement - the principal division or section of a musical composition.

notation - the way in which music is written down, usually on a staff, indicating specific pitches and the duration of each pitch. In Western culture, this system works just like fractions (i.e, whole notes, half notes, quarter notes, eighth notes, sixteenth notes).

note - a musical symbol that denotes both pitch and duration.

orchestra - group of musicians playing together on instruments. In Western music, the orchestra typically includes string, wind, brass and percussion instrument groupings.

percussive sounds - sounds made by striking, shaking and/or scraping.

phrasing - dividing musical sentences into melodic and/or rhythmic sections, similar to the effect of punctuation in language.

piano - ***p*** - soft; pianissimo -***pp*** - very soft (dynamic).

pitch - the highness or lowness of a particular note.

presto - very fast (tempo).

repertoire - a variety of musical pieces.

rests - symbols used to represent silence between notes.

rhythm - the term which denotes the organization of sound in time or the proportion or duration of notes. Beats per measure.

round - a song imitated at the same pitch by a second (or third) group of singers who begin at a designated time during the song (i.e., "Row, row, row your boat").

scale - an organization of pitches in ascending or descending sequence.

score - A notation showing all the parts of a musical composition.

sharp - # - A symbol which raises the pitch of a note one-half step.

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solo - playing or singing alone. A solo performer is called a soloist.

soprano - the highest female voice.

staff - the musical ladder made up of a set of five parallel lines and four spaces on which music is written and makes it easy for you to tell how high or low a sound is. The lines are counted from the bottom up.

style - the distinctive or characteristic manner in which the elements of music are treated.

tempo - The speed or pace of music. Musical tempos are expressed in Italian and include *lento,* very slow; *adagio* (ah-dahj-ee-oh), slow; *moderato* (mod-uh-rah-to); *allegro* (ah-lay-gro), lively; *presto,* fast; *vivace* (vee-vah-che), very fast.

tenor - the highest male voice.

texture - the way individual parts of music are layered or the number of sounds occurring simultaneously.

timbre - quality of sound that distinguishes one instrument, voice or other sound source from another.

time signature - the meter (number of beats per measure and kind of note getting one beat, i.e, 2/4 or 3/4 or 4/4 meter).

tonality - the key or tone center of a piece of music.

treble - high in pitch.

treble clef - symbol placed on the five-line staff in traditional notation indicating the pitch of the notes and locating G on the second line from the bottom.

two-part songs - songs written for performance by two distinct voices.

unison - two or more parts performing the same pitches or melody simultaneously.

Major Periods of music in Western Culture from the Renaissance to the present:

1400-1600 - Renaissance	1820-1900 - Romantic
1600-1750 - Baroque	1880-1918 - Impressionism
1750-1820 - Classical	1900-present - Contemporary

RENAISSANCE - This period is referred to as the "Golden Age of Polyphony" (*poly - many*, and *phony - sounds*), where there are two or more melodic lines sounding simultaneously. Vocal music predominated but instrumental music had increased interest as an independent style. Music was heard in church as well as the households of the aristocracy and upper classes. There was more of a tendency to use major/minor tonality rather than modality, as in the Medieval times.

BAROQUE - Secular music predominated over sacred music and there was a certain "theatrical" spirit of elaborate design in the music, painting, and architecture. Polyphony and counterpoint from the Renaissance still predominate but homophonic texture (melody with chordal accompaniment) gains importance. New instrumental forms (solo sonata, concerto grosso, overture, etc.) and vocal forms (aria, recitative, opera, oratorio, and cantata, etc.) were developed.

CLASSICAL - Referred to as the "Age of Enlightenment"; the meaning of "classicism" in music relates to the ancient Greek ideals of objectivity, emotional restraint, and a balanced clear musical form of short, regular phrases. Instrumental music surpassed vocal music in popularity. More attention was given to dynamic shading (getting gradually louder or softer). Dissonant sounds were resolved into consonant sounds.

ROMANTIC - Music was expressive and exciting through the use of a wide dynamic range, expanded harmonies of new chords and progressions, a freer use of dissonance that was not always resolved into consonance. Program music was more important now than any other period. Virtuosity was a marked characteristic in composition.

IMPRESSIONISM - This style was centered mostly in France. The composers developed a new musical "language" that has affected music even to the present day. Composers experimented with: new coloristic effects in instruments and the voice and in harmonies, new combinations of scales and rhythms. There were parallels to the artwork of the time in the "feeling" of lightness and exoticism in the music.

CONTEMPORARY - There are many different musical trends occurring simultaneously, including music for film and television. Some of the broader tendencies of modernism are: Neo-romanticism, Expressionism, Neoclassicism, American jazz/blues, popular music for Broadway and film.

There are many other trends and styles within each period. The classroom teacher is encouraged to expand on those listed above.

VISUAL ART GLOSSARY

This is a listing of basic terms and is not in any way intended to be comprehensive.

acrylic paint - a nontoxic, water-based pigment available in tubes or jars and may be washed out of brushes.

architecture - the art form of designing and planning the building of structures such as homes, churches, bridges, shopping centers, office buildings, schools, etc. Common to all cultures throughout history.

background - part of the picture plane that seems furthest from the viewer. Usually in the upper portion of the image.

collage - twentieth-century technique of making art in which various materials, such as paper, photographs, fabric, string, etc., are pasted on a flat surface.

composition - arrangement of objects, shapes, colors in a work of art.

contour - outline or outside edge of shapes. The line that defines something in a drawing, painting, or other work of art.

content - message or theme the artist is trying to communicate in a particular work of art.

design - organization, plan or arrangement of a work of art.

drawing - the art of representing objects, ideas, etc. on a surface using pencil, crayon, marker, pen, or other marking material to make lines or values usually on a flat surface.

elements of design - Includes: line, shape, color, texture, value (light and dark), form, and space.

foreground - part of the picture plane that seems closest to the viewer, usually in the lower portion of the image.

foreshortening - a way of drawing or painting an object or person so that it seems to go back in space. Prominently used during the Renaissance.

landscape - a painting, drawing, photograph, or other work of art which shows natural or outdoor scenes.

medium - material used by an artist to produce a work of art. May also refer to the liquid mixed with pigment to make paint.

middleground - area of a picture between foreground and background.

mixed media - any artwork which uses more than one medium or technique in combination.

mosaic - a work of art made of small pieces of stone, glass, tile, wood, or paper of different colors glued in place to form a picture or design.

original - art work not copied or imitated from the work of someone else.

paper maché - modeling material made of mashed newspaper and liquid paste.

perspective - system for giving the illusion of three-dimensional space on a two-dimensional surface.

picture plane - surface of a painting or drawing.

primary colors - the basic colors of red, yellow, and blue from which it is possible to mix all other colors on the color wheel.

portrait - image of a person's face.

principles of design - refer to the different ways the elements of design may be used in works of art. Includes balance, rhythm, center of interest, contrast, repetition, movement, variety, and unity.

print, printmaking - the art process used to produce an impression from one surface to another and may be repeated one or more times to produce identical images. Several basic printing processes used in the classroom include stencil, block, and monoprint.

sculpture - a three-dimensional work of art which may be carved, modeled, constructed, or cast.

secondary colors - the three colors obtained by mixing equal parts of two primary colors: red + yellow = orange; red + blue = violet; blue + yellow = green.

shade - dark value of a color made by adding black to it. Opposite of a tint.

still life - a painting, drawing, photograph, or other work of art which shows an arrangement of inanimate objects.

style - an artist's or group of artists' characteristic way of making art or expression, often typical of a cultural group or time period.

subject - the main idea communicated or focused on in a work of art.

symbol - visual image that stands for or represents something else.

rubbing - technique of transferring textural qualities of a surface to paper by placing the paper over the surface and repeatedly rubbing over the top of the paper with crayon or pencil until the image is clearly visible on the paper.

technique - any method of working with art materials.

three-dimensional - having three qualities including depth, height, and breadth, as in a sculpture, for example.

tint - light value of a color made by mixing the color with white.

two-dimensional - flat. Having only two qualities of height and breadth, as in a drawing or painting, for example.

Major styles of visual art in Western Culture

ANCIENT ART - Prehistoric to approximately A.D. 330 (artifacts listed are a few of the noted contributions of these ancient cultures).

Egyptian - including the Pyramids, Sphinx, hieroglyphics, columns and wall paintings.

Greek - including architecture, pottery/vase decoration, sculpture.

Roman - including panel paintings, portrait sculpture, and mosaics.

RENAISSANCE - A revival or rebirth. An art movement during the fourteenth and fifteenth century, during which time advances in painting were made, including perspective and foreshortening. Noted artists of the time include Leonardo Da Vinci, Michelangelo, Raphael.

IMPRESSIONISM- A style of painting started in France in the 1860s. This style of art emphasized the effect of sunlight on objects and used small dabs of paint that are blended in the viewer's eyes to imitate reflected light. Noted artists include Edgar Degas, Pierre Auguste Renoir, Mary Cassatt, and Claude Monet.

POST-IMPRESSIONISM - A French art movement that immediately followed Impressionism, in the 1880s and 1890s. Artists emphasized light, shadow, and color and added dimensions of psychological depth and emotional involvement in their art. Noted artists included Paul Cezanne, Vincent van Gogh, and Paul Gauguin.

CUBISM - A twentieth-century art movement begun in the 1900s, in which subject matter is broken up or separated into cubes and other geometric shapes. These artists rejected the use of proportion and emphasized the flatness of the painted subject and subjects are sometimes shown from several viewpoints at the same time. Noted artists include Pablo Picasso and Georges Braque.

ABSTRACT ART - A twentieth-century art movement which is nonrepresentational and in which the elements and principles of design may be stressed or shapes of real objects may be simplified or distorted. Noted artists include Piet Mondrian, Wassily Kandinsky, and Jackson Pollack.

Note: There are many other artists and styles of art and the classroom teacher or visual art specialist is encouraged to expand on those listed above.

Elements of Art*

The elements and principles of art may be considered the basic language of visual art. Understanding these concepts will provide a basic art vocabulary and ideas by which works of art can begin to be analyzed. They may be the focus of individual lessons or used as the theme for creating original works of art.

Line - The path of a moving point. A line may define the edge of a shape; repeated, it can create texture or value. It may be thick or thin, smooth or rough, short or long, light or dark.

*also referred to as the elements of design

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Value - The degree of dark or light tones or colors. A value scale shows the gradual changing of a tone from the darkest to the lightest or white. Value may be created by simple shading, hatch marks (small repeated lines in the same direction), or crosshatching.

Texture - The surface quality or feel of an object. Texture may be actual (rough or smooth) or implied visually.

Shape - A two-dimensional area defined by an outline or change in color. Examples of types of geometric shapes include circle, square, rectangle, triangle, or oval. Other shapes may be free-form such as natural objects (i.e., leaves, flowers, clouds) or invented free-form shapes that might be created by doodling.

Form - A three-dimensional object with the qualities of length, width and depth. Examples of geometric forms include a cone, cube, sphere, or cylinder.

Space - Area within, around, between, above or below objects and shapes. Space or distance may be suggested in visual art by using perspective or other strategies such as placement of objects on the picture plane, overlapping of shapes, or objects closer to the viewer are made to appear to have more vibrant color and detail than objects further away. Variation of size or value and the use of converging lines are also used to suggest space.

Color - Hue (name of the color), value (how light a color is), and intensity (amount of brightness) produced through the reflection of light to the eye. Primary colors are the three colors from which all other colors may be made: red, yellow, and blue. Secondary colors are the result of mixing any two primary colors: orange, green, and purple.

*Principles of Art**

Balance - The arrangement of the elements of art in a composition. Basic types of balance are symmetrical (mirror image), asymmetrical and radial (from a center point).

Rhythm - Regular repetition of lines, colors, shapes or pattern.

Movement - Use of lines, shapes or colors to lead the eye of the viewer from one direction to another.

Center of Interest - The accent or important area used to attract the viewers attention; i.e., emphasis.

Contrast - Significant degrees of difference between lines, colors, shapes, values or textures. Pale yellow against charcoal black has a greater degree of contrast than yellow against white, for example.

Variety - assortment of lines, shapes, colors, textures and forms to create interest.

Repetition - repeated use of an element such as color, shape or line within a work of art. Repetition creates pattern, which may be found in manufactured or natural objects.

*also referred to as principles of design

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